

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Application for New Grants Under the Elementary and Secondary School Counseling Program

CFDA # 84.215E

PR/Award # S215E140031

Grants.gov Tracking#: GRANT11634469

OMB No. 1894-0006, Expiration Date: 11/30/2014

Closing Date: Apr 28, 2014

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
<i>Attachment - 1 (1235-CVUSD Counseling GEPA Statement)</i>	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
<i>Attachment - 1 (1234-CVUSD Counseling Abstract)</i>	e13
7. Project Narrative Form	e14
<i>Attachment - 1 (1239-CVUSD Counseling TOC and Narrative)</i>	e15
8. Other Narrative Form	e40
<i>Attachment - 1 (1237-CVUSD Counseling Appendices)</i>	e41
<i>Attachment - 2 (1238-CVUSD Counseling Signed Forms & Assurance)</i>	e67
9. Budget Narrative Form	e68
<i>Attachment - 1 (1236-CVUSD Counseling Budget Narrative)</i>	e69
10. Form ED_524_Budget_1_2-V1.2.pdf	e73
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e75
<i>Attachment - 1238-CVUSD Counseling Signed Forms And Assurance.pdf</i>	e76

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="04/22/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="94-1694282"/>	* c. Organizational DUNS: <input type="text" value="0845192060000"/>
--	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="510-537-3000 x1257"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

Office of Elementary and Secondary Education (OESE): Elementary and Secondary School Counseling (ESSC). Program CFDA Number 84.215E

13. Competition Identification Number:

84-215E2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Castro Valley Elementary School Counseling Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="399,256.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="399,256.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?** a. This application was made available to the State under the Executive Order 12372 Process for review on b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

 ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Tony Shah	TITLE Superintendent
APPLICANT ORGANIZATION Castro Valley Unified School District	DATE SUBMITTED 04/22/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Castro Valley Unified School District * Street 1: 4400 Alma Way Street 2: * City: Castro Valley State: CA: California Zip: 94546 Congressional District, if known: CA-015		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: Street 2: * City: State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: Street 2: * City: State: Zip:		
11. Information requested through this form is authorized by title 31, U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Tony Shah * Name: Prefix: Mr. * First Name: Jim Middle Name: * Last Name: Negri Suffix: Title: Superintendent Telephone No.: 510-537-3000 x1211 Date: 04/22/2014		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140031

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994. (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

CVUSD Counseling GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Section 427

This was written to address Section 427 of the General Education Provisions Act (GEPA).

Castro Valley Unified School District is committed to providing environments free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference, or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in an environment.

Equitable Access and Participation

Individuals who are members of special populations will be provided full access to the CVUSD School Counseling Project. Potential barriers have been identified that may impede and/or prevent individuals from equitable access or participation in the project.

All facilities used for the project will be open and accessible to all appropriate participants regardless of race, color, ethnic background, national origin, religion, creed, age, disability, sexual orientation or preference, or gender.

The project and partner staff members will identify participants with special needs who may require instructional and other accommodations to benefit from project services. Reasonable accommodations will be provided to participants with documented disabilities to enable them to participate in project activities. All facilities to be used by the project currently meet or exceed requirements of Americans with Disabilities Act (ADA).

Participants will receive a brochure about the project and, as feasible, instructions in their native language. As feasible, materials on audiotape or in Braille will be provided to participants who are blind and additional written or signed instructions will be provided to those who are deaf.

Equal Opportunity Employment

Castro Valley Unified School District is an equal opportunity employer and committed to providing career opportunities to all people regardless of race, color, ethnic background, national origin, religion, creed, age, disability, sexual orientation or preference, or gender.

Discrimination and harassment are prohibited by Titles IV, VI and VII of the 1964 Civil Rights Act and Title IX of the Education Amendments of 1972, and by the California State Anti-discrimination Act. In addition, various other constitutional provisions, statutes and common law causes of action prohibit such discriminatory conduct. It is the policy of the district to enforce these laws as part of its employment practices.

To encourage applications from persons of traditionally underrepresented groups, the CVUSD School Counseling Project job announcements will be posted widely, electronically and in print with job service agencies, newspapers, and organizational job boards.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="Castro Valley Unified School District"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 50px;" type="text" value="Mr."/>	* First Name: <input style="width: 150px;" type="text" value="Jim"/> Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 200px;" type="text" value="Negri"/>	Suffix: <input style="width: 50px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Superintendent"/>	
* SIGNATURE: <input style="width: 250px;" type="text" value="Tony Shah"/>	* DATE: <input style="width: 100px;" type="text" value="04/22/2014"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Abstract

In Castro Valley, California (one of largest unincorporated community in the U.S.), area stakeholders are greatly concerned that many local children's mental health needs are sadly going unmet and developing into destructive problems that will escalate and persist through adulthood. The proposed Castro Valley Unified School District Elementary School Counseling Program will be implemented in all nine district elementary schools reaching 3,913 K-6 graders.

Project goals and outcomes address closing the gap in student-counselor ratios as recommended by ASHS (*GPRA 1*); decreasing number of yearly disciplinary referrals (*GPRA 2*); and creating a Positive Behavioral Interventions & Supports (PBIS) system (Competitive Priority #1) in order to improve student behavior, school safety, and student, family, and community engagement. Project activities address Tiers 1-3 and include the development of a standardized district elementary school counseling model (based on the national model, and including referral process and linkage protocols as well as accountability measures); school-based early identification and referral (including staff training, establishment of School PBIS Teams in all schools, and parent involvement and outreach); elementary school counselors (working directly with students based on need and following the time allotments designated by the ASCA model providing classroom activities, student small group counseling, one-on-one counseling, and family skill building workshops; using Second Step, a USDOE Exemplary Award and SAMHSA Model Program); school-based licensed mental health therapist services; multi-system case management and Wraparound plans; and linkages with and referrals to community services. Key collaborating community agencies include Eden Counseling Services, Alameda County Social Services – Child & Family Services, Alameda County Sheriff's Office, Alameda County Supervisor, and the Castro Valley Community Action Network.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Table of Contents

Application for Federal Assistance (SF Form 424)online
 Department of Education Supplemental Information Form for the SF 424online
 Human Subject Exempt Research Narrative
 ED Budget Information Non-Construction Programs (ED Form 524)online

Project Abstract1

Application Narrative

 Table of Contents2

 (1) Need for Project3

 (2) Quality of Project Design8

 (3) Quality of Management Plan17

 (4) Quality of Project Evaluation23

Budget Narrative27

Appendix Part 131

 (A) Letters of Contribution32

 (B) Resumes of Key Project Personnel40

 (C) Project Position Descriptions50

 (D) Letter to State Single Point of Contact (Executive Order 12372)54

 (E) General Education Provisions Act (GEPA) Section 42755

 (F) Proof of Federally Negotiated Restricted Indirect Cost Rate56

Appendix Part 2: Signed Forms, Assurances & Certifications57

 Signed copy of Program Specific Assurance

 Signature page for Application for Federal Assistance (SF Form 424)

 Signature page for Assurances, Non-Construction Programs (ED Form 424B)

 Signed copy of Disclosure of Lobbying Activities (Standard Form–LLL)

 Signed copy of Certification Regarding Lobbying / Grants.gov Lobbying Form

Section 1: Need for Project

(1.a) Extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

COMMUNITY CONTEXT: Castro Valley, a “bedroom community” in the San Francisco Bay Area, is one of the *largest unincorporated communities in the nation* (pop. 61,388) and borders the large cities of Oakland and Hayward. Having experienced a dramatic 27% population growth over the past two decades and projected to continue to increase rapidly, the once small, suburban community is being introduced to and experiencing a wide range of social ills that plague urban centers across the nation...*leaving area stakeholders scrambling to keep pace.* Among the most alarming trends has been an *increase in high-risk behaviors by young people* in the community.

The local school district, Castro Valley Unified School District (CVUSD), has likewise seen a significant rise in enrollment, diversity, and poverty and now serves 9,200 K-12 students across 13 schools. Today, two-thirds (66%) of the students are minorities, many of whom come from very poor and/or non-English speaking families. Moreover, a recent demographic analysis confirms district enrollment will *continue to increase and diversify* as higher-income white families leave and lower-income, working class minority families increasingly migrate into the area.

Castro Valley families have and continue to experience a lot of hardship. The economic recession hit the area hard (unemployment and home foreclosure rates *exceed* national averages). As a consequence, *many families are working poor* and lack the money, time, and information to ensure that their children have access to and are involved in productive and beneficial activities and services. What’s more “*most of our troubled students have one or both parents in jail and/or drug use in the home,*” observed Principal Denise Hohn. According to a recent Alameda County Public Health Report, one-in-five adults need professional help for emotional health or alcohol use...

GAPS & WEAKNESSES TO BE ADDRESSED: *Area stakeholders are greatly concerned that many local children’s mental health needs are sadly going unmet and developing into destructive problems that will escalate and persist through adulthood.* Regrettably, a lack of funding *severely hinders* the school system’s ability to provide school-based services (CVUSD’s per student expenditure for pupil services is 31% *lower* than the state average). As a result, the delivery of school-based mental health services is fragmented at best and student counseling services are desperately lacking; there is only one school counselor assigned part-time to two of the nine elementaries. District-wide there are just three psychologists who are spread thinly across all nine elementaries at a 1:1,255 ratio and are mainly involved in Special Education testing and reporting. There are no other mental health professionals providing any school-based services to students in the elementaries – leaving the huge majority with no support services.

As is, the schools cannot adequately respond to increasing mental health, behavioral, and social-emotional needs of students. Inevitably, such incidents are handled by an administrator or front office secretary and, consequently, students suffer from little to no direct services. To remedy this, the proposed school counselor positions will work in the nine elementaries. Three are Title I schools (Castro Valley ES, Marshall ES, and Stanton ES) and designated a *Program Improvement School* in accordance to the ESEA and California DOE. These schools are characterized by high poverty, minority, and non-English speaking populations: one-third (23%) of the students are Socio-Economically Disadvantaged and one-fourth (27%) are English Language Learners.

Table 1: Project Schools Baseline (2012-2013) GPRA Indicators

Project Schools	Students Enrolled	Grade Levels Served	Referrals for Disciplinary Reasons	Child-Adolescent Psychiatrists	School Psychologists	School Counselors	School Social Workers	Other Qualified MH Profs.
Castro Valley ES	495	K-5	334	0	.3	.5	0	0
Chabot ES	450	K-5	162	0	.3	0	0	0
Independent ES	579	K-5	332	0	.3	0	0	0

Jensen Ranch ES	411	K-5	108	0	.2	0	0	0
Marshall ES	448	K-5	228	0	.5	0	0	0
Palomares ES	157	K-5	78	0	.1	0	0	0
Proctor ES	523	K-5	238	0	.5	0	0	0
Stanton ES	445	K-5	410	0	.4	.5	0	0
Vannoy ES	405	K-5	205	0	.4	0	0	0
Total = 9	3,913	K-5	2,095	0 FTE	3 FTE	1.0 FTE	0 FTE	0 FTE

Further compounding the situation, the schools have no uniform mechanisms for identifying those in need or at risk, assessing and responding effectively to those needs, processing referrals, and providing follow-up support. In addition, for the most part, school personnel and parents are *not* aware of critical early warning signs, do *not* fully understand when an issue is of concern, and do *not* know how to refer at-risk children for appropriate help. Regrettably, many in greatest need go unidentified and are ultimately lost in the system. *“We see increasing numbers of young kids that have stopped attending school and fallen through the cracks...we need to catch the problems earlier,”* stated Alameda County Children & Family Services Director Michelle Love.

Stakeholders recognize that the schools are in the best position to identify student needs early and to provide a link to appropriate services. Therefore, CVUSD needs to develop and institutionalize standardized protocols for identifying students in need, making referrals to services, handling screening and detection, treatment, follow-up and crisis services, and case management. *What’s more, since socio-economically disadvantaged and non-English speakers are overrepresented in the “at-risk” group, it is crucial that CVUSD identifies and addresses gaps and weaknesses in the delivery and practices to ensure that they are culturally and linguistically appropriate.* Once the new protocols and polices are established, training (and school-level accountability measures) is needed for the school staffs and parents. Also, information about services needs be centralized so everyone knows what is available (both within the district and in the greater community).

NEED FOR STUDENT MENTAL HEALTH SERVICES: Castro Valley stakeholders are greatly concerned about the growing number of children who struggle with mental health issues. Most have symptoms that do not fit specific diagnostic criteria and, consequently, generally go undiagnosed. However, serious problems often manifest themselves as a variety of social or behavioral problems that are increasingly evident in CVUSD’s youngest students.

Mental health problems and their associated behaviors can have serious and far-reaching consequences on academic achievement. Assistant Superintendent Mary Boyle commented that *“much of the academic difficulties of our students are due to social/emotional issues that are going unaddressed.”* One-in-three (33%) CVUSD students is not proficient in Language Arts and 25% are not proficient in Mathematics (California Standards Tests, 2012-2013) – putting them at immediate risk for discouragement, eventual academic failure, and potential delinquency.

Increasing Aggressive Behaviors and Student Victimization: Deficient social, cooperative, and personal management skills contribute to increased fighting and bullying during recess, in the halls, and after school. Regrettably, half (47%) of surveyed CVUSD 5th graders have been bullied and 39% have been in a physical fight (CVUSD Healthy Kids Survey, 2010 – the most recent year for which student risk survey data is available). As a result of increasing student victimization, half (47%) also report that they do not feel safe at school. What’s more, the district is bracing for the problem to get even worse. “Over the past three years, we are seeing an *increase* of incoming Kindergartners who *cannot* problem-solve social issues or regulate self-behavior,” stated Stanton Elementary School Principal Jennifer Tomita. Left unchecked, these problems escalate, and both the victims and aggressors suffer terribly. *“Kids who fight in our schools are pretty habitual about it and generally have anger management problems,”* observed Principal Jesse Woodward. In addition, the schools and law enforcement fight an ongoing battle against rising rates of gangs and related violence. “The gang presence has been ever growing...

gangs recruit local kids at *very young ages*,” reported Alameda Sheriff’s Deputy Tim Vales. Tragically, the county had the second *highest* number of *youth homicides* in the state of California (Alameda County data from California Violence Policy Center 2010 Study).

Rising Rates of Anxiety/Depressive Behavior: Sadly, too many of Castro Valley’s young students are struggling with crippling levels of anxiety and depression. Alameda County Child & Family Services Director Michelle Love reports that “local data show a rising trend of *anxiety-related* behavior among *elementary-aged children*, including disobedience, lashing out, and *depression*.” Left unchecked, by the time these kids reach middle school “*they have not learned appropriate coping skills early on and this is how they cope with increasing stress and anxiety*,” observed Middle School Counselor Sarah Moody. This is supported by the district’s most recent Healthy Kids Survey data which show that a fourth (27%) of 7th graders report *depressive symptoms* and nearly a fifth (17%) of 9th graders have *seriously considered attempting suicide* in the past year. The district has also seen a disturbing increase in girls who are cutting themselves. Castro Valley has the second highest suicide mortality rate in the county (Alameda County Public Health, 2010). Strongest risk factors for suicide are depression, aggressive behavior, and substance abuse.

Early Ages of Initiation and High Rates of Drug Use: Also of serious concern is that local children are using drugs at younger and younger ages. Castro Valley USD’s most recent Healthy Kids Survey data also show that nearly a third (30%) of 5th graders have used alcohol or other drugs, and by 7th grade, a fifth (19%) have even used LSD, Ecstasy, Heroin, or other illegal drugs. It is well documented that children who use drugs at very young ages are more likely to have serious and continuing problems later in life. Regrettably, many local parents choose to believe that alcohol and drugs use are not a problem for *their* children. “Our parents seem to have *misconceptions* and *minimize* the dangers and/or health risks of exposing our youth to alcohol,” stated Castro Valley Community Action Network Director Traci Cross.

Section 2: Quality of Project Design

- (2.a) Linkages with other appropriate agencies/organizations serving the target population; and
 (2.b) Design of project is appropriate to, and will successfully address, needs of target population; and
 (2.c) Design of the project reflects up-to-date knowledge from research and effective practice.

GOALS, OBJECTIVES & OUTCOMES: The mission of the Castro Valley Unified School District (CVUSD) Elementary School Counseling (ESC) Program is “*to promote personal growth, educational development, and the social-emotional well-being of students through expanded, comprehensive, best-practice counseling services.*” To realize this mission, corresponding project goals and outcome objectives (below) have been established, which address the previously discussed gaps and weaknesses and will serve as a basis for evaluating project success (refer to Section 4).

Table 2: Project Goals, Outcome Objectives, & Performance Indicators

Goal 1: Project schools are consistently implementing the district’s School Counseling Model, which addresses the counseling/mental health and educational needs of all students.
Outcome Objective 1.1: By the end of the first semester Year 1 (and continued thereafter), each project school will expand student counseling services toward closing the gap of their student/mental health professional ratios to be in closer alignment with recommended ratios. <i>(GPRA #1)</i>
Outcome Objective 1.2: By the end of the first semester Year 1 (and updated as needed thereafter), District and Project staff formally document the CVUSD Elementary School Counseling Model toward the creation and dissemination of a program manual.
Outcome Objective 1.3: Each semester, counselors are implementing CVUSD’s comprehensive, developmental, preventive elementary school counseling approach: (a) 100% are spending a majority of their time counseling students or are involved in other activities directly related to the counseling process; (b) 100% are implementing Second Step for students (and their families); (c) 100% are utilizing district-approved student in-take and assessment procedures; (d) 100% are providing services within district guidelines and parameters; and (e) 100% are adhering to district guidelines regarding referral and placement to outside/community service providers..
Goal 2: Students in project schools are demonstrating improved mental health outcomes.
Outcome Objective 2.1: 100% of school counselors and teachers having (and/or are developing) the skills to identify and deal with student situational mental health concerns as well as to knowing when it is a more serious issue and how to refer students for more intensive or specialized services.
Outcome Objective 2.2: Percentage of student referrals resulting in mental health services being provided increasing by 10% annually from baseline. <i>(Note: The percent of students receiving MH services should align with prevalence rates – which average 3-6% per NIMH.gov – otherwise the concern is that mental health is being under-reported and thus underserved.)</i>

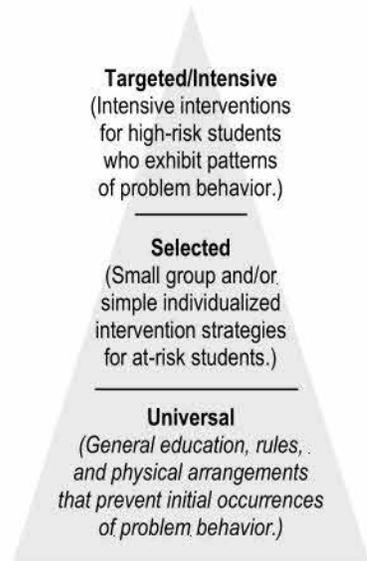
Table continued on the next page.

Outcome Objective 2.3: 90% of students identified as needing mental health services are enrolled in appropriate (including cultural and linguistic) school and community-based intervention(s).
Outcome Objective 2.4: 90% of the students receiving mental health services will demonstrate improvement in one or more areas based upon the reason(s) for their original referral.
Goal 3: Students in project schools are supported by a Positive Behavioral Interventions & Supports (PBIS) system. (COMPETITIVE PRIORITY #1) (Note: PPG = Percentage of Possible Gain; PPR = Percentage of Possible Reduction).
Objective 3.1: School climate ratings of school safety increasing annually by 20% PPG.
Objective 3.2: Annual decrease of 20% PPR in the average number of student referrals for disciplinary reasons. (GPRA #2)
Objective 3.3: Annual decrease of 20% PPR in percentage of students with chronic office disciplinary referrals (specifically violence, harassment, bullying, and substance use).
Objective 3.4: Ratings of student school engagement increasing annually by 20% PPG.
Objective 3.5: Annual decrease of 20% PPR in the number of student school absences.
Objective 3.6: Annual decrease of 20% PPR in percentage of students with chronic absences.
Objective 3.7: Ratings of family and community engagement increasing annually by 20% PPG.

PART OF DISTRICT PLAN TO ADDRESS STUDENT NEEDS: The CVUSD ESC Program is designed to address the major students' needs described in Section 1. The district views this project as *integral to its district-wide strategic plan to create Positive Behavioral Interventions and Supports (PBIS)* (discussed next). To this end, it will be integrated into the efforts of the CVUSD Student Services Team, comprised of pertinent personnel from the district, key community agencies, and parents. Also, the project will train and support the staffs and School PBIS Teams in *all* project schools as well as involve parents and key community partnerships (described below). Administrators have committed to set aside time during staff development days and meetings for project-related training and to support full program implementation. By the time grant funding ends, project-developed strategies and protocols will be *integrated into the schools' infrastructures* as the status quo for school counseling services.

Integrated into District PBIS Framework: The CVUSD ESC Program will be integrated into a district Positive Behavioral Interventions & Supports (PBIS) framework as part of a

comprehensive array of services that provides opportunities for academic, behavioral, experiential, and social growth for all students. When in place, research indicates that a PBIS system can improve student ratings of school climate, improve academic outcomes for students, as well as prevent the onset of serious emotional and behavioral patterns. This framework will ensure that the CVUSD ESC Program aligns and integrates with classroom programming and is carried out in conjunction with other educational reform efforts.



PBIS is not a program or curriculum; rather, it is a team-based approach for systemic problem-solving, planning, and evaluation. Instead of using a patchwork of individual behavioral management plans, each school implements a continuum of research-validated interventions and services that promote student appropriate behavior. PBIS is best depicted by a three-tiered model (see chart) that represents a continuum of positive behavior support and proactive strategies for all students and ensures services are provided in settings that meet the range of student need.

LINKAGES WITH OTHER AGENCIES: *Area leaders recognize that effective, sustainable prevention efforts must be based on involvement of multiple systems and utilization of within-community resources and strengths.* To this end, the CVUSD School Counseling Program will strengthen links between the school system and other organizations providing services to the target population in order to promote integration of services, including ensuring that student cultural and linguistic needs are met and the service delivery system is relevant and responsive.

Key collaborating agencies include Eden Counseling Services, Alameda Child & Family Services, Alameda Sheriff’s Office, and Alameda County Supervisor. (Letters provided in the Appendix.)

Key representatives from the district and partners will serve on the CVUSD Student Services Team, which will function as the *Project Executive Committee*. In this capacity, the committee

will scrutinize a comprehensive district-level prevention and intervention needs assessment; establish formal referral, assessment, and intervention protocols; and increase communication and coordination among participating agencies. In addition all project partners (plus *other* community agencies and organizations) will be/are part of the Castro Valley Community Action Network (letter attached), which will serve as the Project Advisory Committee. In this capacity, the team will meet quarterly to provide diverse feedback, collaboration, and assess the needs of community-wide prevention programs and initiatives. The partners will also collaborate, assist, and consult with the School PBIS Teams to enhance integration, coordination, and information-sharing as well as to train school staff to recognize risk factors and make appropriate referrals. Also, when applicable, students and families will be referred to appropriate community-based services (discussed below). Moreover, in order to see the full picture of available resources in the community, the team will continue to work to identify *all* qualified area agencies and programs serving the target population and invite them to participate on applicable interagency groups.

BEST PRACTICE, COMPREHENSIVE PROJECT: In order to provide the comprehensive array of needed services, the CVUSD ESC Program has a preventive framework for mental health services; addresses the required elements of the USDOE School Counseling Program Grant; and utilizes *coordinated, culturally, linguistically, and developmentally appropriate, and evidence-based strategies*. The project also takes a strength-based approach to helping build children's long-term capacity for positive behavior, social competency, academic achievement and emotional well-being. In addition, school counseling services follow the *American School Counselor Association's national model* and are embedded in a researched-based *Response to Intervention* three-tiered concept applied to social/emotional/behavioral problems.

Developing A Formal School Counseling Model: To better promote mental health to help students cope with common issues, support healthy development, and improve educational

outcomes, the school counselors – working with the CVUSD Student Services Team (serving as the Project Executive Board) – will formally document the CVUSD Elementary School Counseling (ESC) Model (based on the *American School Counseling Association's National Model for Comprehensive School Counseling*) and compile a Procedural Manual, including formal referral, assessment, intervention, and linkage protocols and a universal release form. (Protocols will adhere to FERPA regulations and require appropriate consent for any planned services.) This process will also entail examining organizational policies and practices regarding staff training and delivery of services for the diverse student population and use the results to identify and address potential gaps and weaknesses in the delivery and practices of those policies.

School-Based Early Identification and Referral: To equip the schools to effectively play a large role in helping students and families prevent, detect, and address mental health problems, each project school will train and support a centralized school-based team (School PBIS Teams, pages 17 & 21) that is responsible for handling assessments, processing referrals, coordinating crisis intervention and recovery strategies, and providing follow-up support. Teachers and other staff will also be trained on the ESC Model, including knowledge of early warning signs, understanding when an issue is of concern, and how to refer for help children at risk. Teachers will also be trained on interventions that affect children's academic success. To further foster empowerment and shared responsibility, parents and others working with children and families will also be trained to recognize, respond to, and refer for help children with mental health related issues and how to help them be successful in school. Additional outreach will entail family workshops, newsletters, and website (in English and Spanish) to keep everyone involved in prevention and early identification.

At each school, referrals will be *quickly* funneled through the school counselor (mental health concerns) and/or assigned school administrator (discipline-related problems) who, based on the nature and severity of the problem, will: (1) directly refer the student/family to appropriate school-

based and community resources (including student and parent skills training, school-based mental health services, and targeted assessments); and/or (2) immediately bring the concern to the attention of the School PBIS Team (pages 17 and 21) to: (a) conduct an initial intake assessment; (b) contact the Eden Counseling Services school-based therapist to administer a targeted assessment; (c) refer the student (and parents) to appropriate school-based services (e.g., counseling, mentoring, and tutoring) and/or community-based services (e.g., mental health, juvenile justice, and child and family services); *and/or* (d) initiate the case management process.

Comprehensive School Counseling Program: To move closer to the recommended counselor-student ratio, CVUSD will hire an additional 2.5 FTE school counselors (*English/Spanish bilingual*) to work across the nine elementaries; FTE per school will be allocated based on enrollment and relative need. The school counselors will receive specialized training to increase their efficacy at assessing at-risk children and delivering services that more effectively promote positive development in individuals dealing with a myriad of issues. Among other things, they will be trained on the district's Elementary School Counseling Model; appropriate identification and early intervention techniques; and how to evaluate mental health related concerns. *In addition, the school counselors, classroom teachers, and other staff will also receive training (as applicable) in the ASCA counseling model, PBIS, and Second Step.*

The CVUSD ESC Program will follow the American School Counseling Association (ASCA) National Model. Doing so will enable the district overall and the individual schools to successfully establish the program as an integral component of their academic mission; identify and deliver the knowledge, skills, and abilities that all students should acquire; and ensure that the programming is comprehensive in design and delivered systematically and with equal access to all students. In addition, this model *maintains that school counselors spend the majority of their time counseling students or in other activities directly related to the counseling process.*

Table 3: ASCA National Model Delivery System

Guidance Curriculum (35%-45% of school counselor's time): Provide prevention lessons in order to heighten student awareness, obtain skill development, and help them apply it to everyday life. Present classroom guidance activities and hold parent education classes.

Responsive Services (30%-40% of time): Address students' immediate concerns, in a prevention or intervention format. Provide short-term individual counseling, small group counseling, crisis counseling, refer to other services, and provide interventions and mediations as needed.

Individual Planning (10%-15% of time): Assist students in planning, monitoring, and managing personal development. Facilitate student educational planning, decision-making, and goal setting. Help students understand taking assessments and using the information to help plan.

System Support (5%-10% of time): This includes program, staff, and school support activities and services. The purpose is to work on program delivery and support. The counselor's role is to manage the program, consult with others, and coordinate with staff and outside agencies.

Classroom Activities Reaching All Students: In order to reach all students in a systematic way, the school counselors will collaborate with teachers to present classroom activities designed to heighten student awareness, promote skill development, and help students apply their new learning to everyday life. Second Step (USDOE Exemplary Award and SAMHSA Model Program; NREPP for Mental Health Promotion and Substance Abuse Prevention; includes Bully Prevention) teaches elementary students socio-emotional skills, including learning how to identify and understand their own and others' emotions, reduce impulsiveness and choose positive goals, and manage their emotional reactions and decision making process when emotionally aroused. The program is shown to increase social competence and prosocial behavior; reduce incidences of negative, aggressive, or antisocial behaviors; and create a physically and emotionally safe school environment. Second Step builds on cognitive behavioral intervention models integrated with social learning theory, empathy research, and social information-processing theories. (Program materials are multicultural, culturally sensitive, and available in Spanish.) Additional student learning activities and materials to promote awareness and age-appropriate skills for dealing with anxiety, stress, depression, bullying, and drug use will be provided in conjunction with Eden Counseling

Services, Alameda County Child & Family Services, and Alameda County Sheriff's Office.

Student Small Group Counseling: Small counseling groups will be offered to provide struggling students with additional, intensive support and skills training. The number, frequency, and duration of each group will be based on student need. Groups will be small in size; meet during or after school; be led by school counselors; and require parental permission. The groups will reflect current research and effective practice and will be appropriate for the age and developmental levels, gender, language, and cultural diversity of the participating students. Groups will focus on the whole person and take a *strength-based approach* to help build children's long-term capacity for positive behavior, social competency, academic achievement and emotional well being. Learning experiences will also be pulled from *Second Step* (curriculum described above).

Family Skills Training: To foster empowerment and shared responsibility, CVUSD aims to provide families, particularly those of at-risk or high risk students, with additional skills to help facilitate their child's social-emotional-behavioral developments. Workshops will be provided *at no charge* to families; will address crucial student needs, including preventing and dealing with aggressive behaviors, bullying, anxiety, stress, depression, peer pressure, and drug use; and will utilize researched-based materials as well as guidance from Eden Counseling Services, Alameda County Child & Family Services, and Alameda County Sheriff's Office. Second Step Family workshops (described above) will extend and reinforce the in-school program to students' families. (*Program materials are multicultural, culturally sensitive, and available in Spanish.*)

One-on-One Counseling: The school counselors will also address students' immediate, including providing – as needed – short-term individual counseling, crisis counseling, interventions and mediations, consultation with staff and outside agencies, and referrals to other services.

School-Based Mental Health Therapist: To ensure that students with serious concerns (and their families) can access and receive appropriate, comprehensive treatment, those needing more

intensive services will be referred to an Eden Counseling Services school-based licensed mental therapist dedicated to CVUSD project schools. Upon referral, the therapist will meet with the student's parents, gain necessary approval, explain options, and see that they are able to access the level of help they need. Each child client will have signed parental permission and a formal treatment plan (following HIPAA standards). Services will reflect current research and effective practice, and be appropriate for the student's age and developmental level as well as gender and cultural diversity. School-based mental health services will include targeted assessments, crisis intervention, individual and family counseling, small group therapy, etc. In addition, the therapist will provide ongoing consultation with applicable school personnel and School PBIS Teams.

Multi-System Case Management: To facilitate improved community-wide coordination, response, and support for students (families) identified as the highest need and involving multiple service systems, individual case management teams will be established involving all pertinent stakeholders, including the school system, mental health, juvenile justice, public health, and child and family services. The team will identify the underlying needs and develop a formal Wraparound Plan (aligned with the California PBIS model) that addresses the student's/family's needs using natural, community-wide supports. This approach has been *found to be effective with children with severe emotional and behavioral problems* in increasing behaviors that facilitate community adjustment (including academic achievement) and eliminating those that place the youth at risk for removal from family, school, or community. As the plan is implemented, the team will meet regularly to discuss successes and needed modifications and provide support.

Referrals to Community-Based Services: When applicable, students and families will be referred to a variety of free or inexpensive community-based services, including Mental Health, (e.g. individual/group counseling; crisis intervention; intensive outpatient programs and treatment); Public Health (e.g., services for children with special health care needs, substance abuse resources,

and home nurse visitors); and Child & Family Services (i.e., parent education, crisis intervention, child protection and abuse prevention, and mental health therapy). Such referrals will be made through counseling and mental health staff, administrators, School PBIS Teams, case management teams, and the Castro Valley Community Action Network. In addition, information about available services and resources will be listed on the district website in English *and* Spanish.

Section 3: Quality of Management Plan

(3.a) Adequacy of management plan to achieve project objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing tasks.

STRONG PROJECT MANAGEMENT: Based on the Castro Valley Unified School District’s *experience successfully implementing and managing district-wide grant projects*, a strong management plan – including roles/responsibilities, time commitments, and project timeline – has been developed to keep the School Counseling program on track and within budget. As fiscal agent, the Superintendent Jim Negri and School Board will have ultimate responsibility for the project, which will operate out of the Student Services Department. The project will adhere to district policies and procedures and receive district administrative and financial services.

Table 4: Project Management Team and Staff
<i>(Team members listed in Table 6, page 21; Resumes and Job Descriptions in the Appendix.)</i>
<p><u>Project Administrator:</u> <i>Tony Shah, Ed.D. Student Services Director, CVUSD (0.2 FTE in-kind dedicated to project). Duties:</i> Provides project management oversight, including reporting; oversees fiscal responsibility and adherence to policies; assists with outreach and sustainability.</p>
<p><u>Project Director:</u> <i>To be hired upon funding (.5 FTE). Duties:</i> Oversees project implementation, including timeline, budget, training, coordination, outreach, data collection, and reporting; guides and supports school-level teams; and develops resources for sustainability, program manual, and website. <i>Qualifications:</i> Master’s degree in social work, psychology, and/or education; 7+ years progressive experience in program management, community collaboration, and working with at-risk youth; working knowledge of the current state of prevention science; and bilingual preferred.</p>

Table continued on the next page.

<p><u>Project Executive Committee: CVUSD Student Services Team.</u> <i>Duties:</i> Engages quarterly in CIM (page 22) to ensure accountability of project progress; establishes formal district School Counseling Model, including referral, assessment, and intervention protocols; increases communication and coordination among agencies; assists with training, outreach, and sustainability.</p>
<p><u>School-Level Teams: School PBIS Teams (one per school; representing the diversity of language and cultural background in the school).</u> <i>Duties:</i> School-based implementation, advisory, and problem solving teams that oversee identification, assessment, referral process, training/support, case management, data collection, integration, sustainability, and parent outreach</p>
<p><u>Project Advisory Board: Castro Valley Community Action Network.</u> <i>Duties:</i> In a project advisory capacity, meets quarterly to provide diverse feedback regarding project strategies, increase community-wide communication and coordination; and assist with outreach and sustainability.</p>
<p><u>Supervisor for School-Based Therapist: Ting Cheung, M.A., LMFT, Case Manager, Eden Counseling Services (.05 FTE in-kind dedicated to project).</u> <i>Duties:</i> Administrative and clinical oversight and supervision of the mental health therapist working in CVUSD project schools.</p>
<p><u>School Counselors (2.5 FTE hired upon funding):</u> <i>Qualifications:</i> Documented competence in counseling children and adolescents in a school setting, current California licensure, master's degree in school counseling from a CACREP accredited program, and English/Spanish bilingual.</p>
<p><u>School-Based Licensed Mental Health Therapist: Valerie Rudiak, MA, Eden Counseling Services (~ 1.0 FTE for project schools).</u> <i>Qualifications:</i> Master's degree in Counseling Psychology, licensed by the State of California, and experienced counseling children in school settings.</p>

Highly Qualified Project Personnel: Below are the individuals committed to the CVUSD School Counseling Program; all are/will be well qualified for their role. The district is an Equal Opportunity Employer and committed to providing career opportunities to all people regardless of race, color, national origin, religion, age, disability, sexual orientation/preference, or gender. It is the policy of the district to enforce constitutional provisions, statutes, and common law causes of action that prohibit discriminatory conduct and harassment. (Details in GEPA Statement.)

Plan for Integration and Sustainability: CVUSD views the School Counseling Program as integral to its strategic plan to create Positive Behavioral Interventions and Supports (PBIS). Grant funds will provide the *one-time start-up costs* needed to support successful systemic reform. By the time grant funding ends, project-developed strategies and protocols will be integrated into the schools'

infrastructures and will become the new status quo – *ultimately increasing access to quality counseling services for students*. The district and partners will also work to reallocate resources accordingly and/or absorb related expenses into its regular budgets to ensure sustainability.

Timetable for Implementation: To ensure that the School Counseling Program achieves its intended outcomes, a three-year project timeline has been developed to guide implementation, integration, and continuous improvement. The project is ready to start upon grant funding.

Table 5: Three-Year Project Timeline (10/1/14 start date and 9/30/17 end date)

Process Objectives & Benchmarks	Timeline	Responsibility
Process Objective 1: In Year 1 (and the start of each subsequent project year as needed), set-up the project to ensure a firm foundation for implementation success.		
(1.1) Hire and orient Project Director.	Month 1, Year 1	District Admin.
(1.2) Hire and orient school MH staff.	Months 1-2, Year 1	District Admin.
(1.3) Orient Project Executive Committee.	Month 1, Year 1	District Admin.
(1.4) Refine project implementation plan.	Months 1-2, Year 1	Executive Committee
(1.5) Finalize evaluation instruments.	Months 1-2, Year 1	Admin. & Evaluator
(1.6) Establish and train School PBIS Teams.	Begin Months 2-3, Year 1; meet regularly thereafter	Proj Dir & Principals
(1.7) Orient community-wide multi-agency coordination team (CVCAN).		Executive Committee
Process Objective 2: In all project years, implement management, evaluation, and dissemination activities to help keep the project on track and progressing towards the intended outcomes.		
(2.1) Project mgmt. meetings engaging in Continuous Improvement Management.	At least quarterly; Ongoing	Executive Committee
(2.2) Advisory meetings to provide diverse input and facilitate coordination.	Every 2-4 months as needed and applicable	Advisory Board
(2.3) Identify and establish linkages with other agencies serving target population.	Ongoing (began during project planning period)	Executive Committee
(2.4) Parent outreach, including school newsletter articles and website updates.	Quarterly or when pertinent information is timely	Project Director

Table continued on the next page.

(2.5) Collect formative and summative project evaluative data.	Baseline and (start of project) and Ongoing (as applicable)	Project Director & Evaluator
(2.6) Produce status reports (for project mgmt.) and Federal performance reports.	Bi-Monthly (status) and Annually (federal)	Evaluator & Project Director
Process Objective 3: In all project years, equip the school-community to deliver quality student mental health services.		
(3.1) Train school MH staff on ASCA, best practices, identification, early intervention.	Begin immediately upon hire; ongoing Years 1-3	Project Director & Subject Experts
(3.2) Train school counselors, teachers, and other staff on PBIS and Second Step.	Begin immediately upon hire; ongoing Years 1-3	Project Director & Subject Experts
(3.3) Develop and document new CVUSD Elementary School Counseling Model.	At start of project (<i>aspects in progress</i>); updated as needed	Executive Committee
(3.4) Train teachers and staff to recognize, respond to, and refer for help children at-risk for mental health problems.	Initial 1 st semester, Year 1; ongoing during planned in-services and staff meetings	Project Director & School MH Staff
(3.5) Handle assessments, process referrals, and provide follow-up support.	Begin 1 st semester, Year 1; ongoing thereafter as needed	School-Level Teams
Process Objective 4: In all project years, implement student mental health services that meet the needs of the target population.		
(4.1) Present classroom counseling activities that provide prevention lessons.	Offered throughout the year according to teaching schedule	School Counselors with teachers
(4.2) Provide individual student counseling for mental health concerns, and parent consultations & referrals to area agencies.	Ongoing as needed starting immediately	School Counselors
(4.3) Hold small group counseling to provide struggling students additional, intensive support and skills training.	Offered throughout the year as needed at project schools	School Counselors
(4.4) Offer family workshops to provide parents with skills to facilitate their child's social-emotional-behavioral development.	Offered 1-3 times during year as needed by each project school	School Counselors
(4.5) Provide more intensive school-based mental services (e.g., interventions and therapy) to students with serious concerns.	Ongoing as needed starting immediately	School-Based Therapist

Table continued on the next page.

(4.6) Provide “Wraparound” services to children in need of intensive support and intervention involving multiple agencies.	Ongoing as needed starting immediately	School-Based Therapist
--	--	------------------------

(3.b) Procedures for ensuring feedback and continuous improvement in project operation.

ENSURING A DIVERSITY OF PERSPECTIVES: As a group of caring professionals, Castro Valley wants to leave no child, staff member, or partner behind. To this end, the school-community has set in place existing interagency groups (listed below) that *offer a variety of avenues to receive feedback from and provide input to stakeholders*, which the CVUSD School Counseling Program will utilize, including to *ensure that the service delivery system is relevant and responsive and that the cultural and linguistic needs of the student population are met*. The project will also coordinate with the efforts of area entities, including working to identify and involve other agencies and organizations that work with the target population.

Table 6: Collaborative Interagency Groups
<u>Castro Valley Community Action Network</u> (<i>community-wide interagency coalition established in 2003</i>): The coalition is made up of Castro Valley youth and parents, district and school officials, community businesses, treatment providers, health care professionals, law enforcement, youth serving organizations, government officials, state legislatures, and faith-based organizations.
<u>CVUSD Student Services Team</u> : Comprised of key representatives from the district (e.g., administration, mental health staff, special education, nurses, and SROs) and major community agencies (e.g., mental health and juvenile justice). Lead by the Student Services Director.
<u>School PBIS Teams</u> (<i>to be established in all project schools</i>): Each 3-5 member team is comprised of a variety of school-community representatives, such as an administrator, school counselor, School Resource Officer, nurse, special education and classroom teachers, and parents.
<u>Parent Leadership Committees</u> (<i>operating in all district schools since ~1905</i>): Comprised of a variety of members from the school-community, including parents, students, and school staff.

Involving Parents: What’s more, the project also aims to develop better communication tools with *parents* and increase their involvement in the student mental health system. Therefore, to keep parents involved in their role of prevention and early identification, the project will also

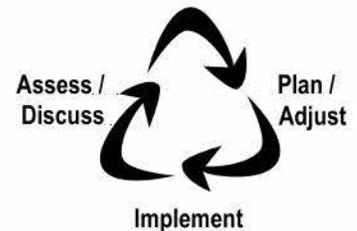
regularly publish relevant information in the district newsletter and website and offer free skill building family workshops (offered in English and Spanish). In addition, parents serve on the project and district committees that will oversee the development of the CVUSD School Counseling Model. Also, before that plan is finalized, it will be circulated for parent comment (in English and Spanish) via the school-level meetings, school newsletters, and district website.

Data-Driven, Continuous Improvement Management: The U.S. DOE Continuous Improvement Management (CIM) model (described below) will be adopted to manage the CVUSD School Counseling Program and facilitate systemic reform as it is fully integrated into the schools, district, and partner organizations. *The CIM process ensures that the voices of all stakeholders are considered, project strategies are aligned to well-defined goals, and adjustments are based on valid data and assessment and serve to closer align*

strategies to the intended outcomes of improving school counseling services and student outcomes. To this end, the CVUSD Student

Services Team (district-level) and School PBIS Teams (school-level)

will engage in a CIM process at least quarterly during the grant-funded project period and then at least annually thereafter. (More details provided on page 26.)



CVUSD administrators value best practice, research-based practices and policies, and view the School Counseling Program as an essential part of the total school curriculum; they hold all school mental health professionals accountable for providing a quality program. For this reason, the program will integrate into Professional Learning Teams. School counselors and other applicable staff will engage in an ongoing CIM process (see above) aimed at improving school counseling services and student outcomes, including analyzing student, school, and staff data; setting individual and team learning goals for professional practices; and engaging in professional problem-solving and collective reflection as they implement new knowledge and skills.

Section 4: Quality of Evaluation

(4.a) Evaluation methods use objective performance measures clearly related to project intended outcomes and will produce quantitative and qualitative data to the extent possible.

COMPREHENSIVE EVALUATION: This evaluation plan was developed in consultation with independent evaluator Educational Outfitters (EO). The comprehensive evaluation framework – aligned to project goals, objectives, and outcomes – emphasizes ongoing assessment, improvement, and accountability of the project in all areas. This two-part evaluation will determine the extent to which the project is successfully implemented and strategies lead to the intended outcomes.

(1) Formative Evaluation: An ongoing Formative Evaluation tracks implementation progress and the impact on the targeted population as well as provides recommendations for further project development. Specifically, it tracks the adaptation and fidelity of project strategies (Section 2) and adherence to the established *process objectives and benchmarks* (pages 19-21) as well as prepares a bi-monthly report summarizing the status of project components, successes and challenges, needed adaptations (proposed and approved), and assessment findings. Several *Essential Questions* (below) are utilized to guide both the formative evaluation and ensuing recommendations.

Table 7: Essential Questions Guiding *Formative Evaluation*

Management & Replicability: Set up the necessary management, coordination, evaluation, and materials structures? Other questions TBA by the Project Executive Committee during project implementation. *Measurable Indicators:* Project Manual, Evaluation Toolkit, and related presentations/publications. *Data Collection Schedule:* Bi-Monthly and Annually.

Accountability: Implement planned strategies? Aligned with goals and GPRAs? Preliminary outcome analysis indicating improvements? Impact on applicable systems and approaches? *Measurable Indicators:* Extent to which process benchmarks are implemented, treatment verification/hurdles, trend data, and changes over baseline. *Schedule:* Bi-Monthly and Annually.

Efficiency, Fidelity & Satisfaction: Strategies of good and sufficient quality? Appropriate participation rates? Implemented with fidelity? Satisfaction and support for project offerings? *Measurable Indicators:* Synopsis of strategies, related outcomes, attendance, program checklists, participant surveys, and stakeholder observations. *Data Collection Schedule:* Per Offering.

(2) Summative Evaluation: The project’s Summative Evaluation determines the degree to which each project goal and outcome objective has been met (pages 8-9; includes the GPRA Performance Measures). Objective performance measures (entailing quantitative and qualitative data) established for each intended outcome are the standards used to monitor the attainment of project goals and objectives and, ultimately, to assess the project’s impact on project participants.

Table 8: Objective Performance Measures for Summative Evaluation

Objectives (pgs 8-9)	Measurable Indicators (a.k.a. data sources) Note: Baseline GPRA Measures provided in Table 1, pages 4-5.	Collection Schedule
1.1.	Number and FTE of mental health professionals in project schools and the student/MH professional ratio as documented by school records.	Baseline & Annually
1.2	Documentation of the CVUSD Elementary School Counseling Model and compilation of an actual program manual.	Each Semester
1.3	Implementation of CVUSD ESC program as recorded on School Counselor Implementation Survey <i>and</i> Community Mental Health Service Record.	Each Semester
2.1	Record of staff member completion of district model-based School Counseling Staff Training and other applicable professional development.	Each Training
2.2 & 2.3	Student MH referrals and mental health services tracked by school records.	Baseline & Quarterly
2.4	Student indicator ratings on Mental Health Services Referral Follow-Up Survey (completed by Individual Wraparound Plan Team).	
3.1, 3.4 & 3.7	Teacher/staff, student, and parent ratings as measured by the National Evaluation Team (NET) School Climate Survey and Parent Survey.	Baseline & Annually
3.2 & 3.3	Student referrals for disciplinary reasons tracked by school records.	End-of-Year
3.5 & 3.6	Student absences (excused and unexcused) tracked by school records.	End-of-Year

Evaluation Plan: The project evaluation plan, developed by EO and approved by CVUSD administration, is aligned with and customized to the project design (Section 2). Measurable indicators (i.e., aggregate/disaggregate and quantitative/qualitative data; Tables 7 and 8, above) for all project outcomes (Table 2, pages 8-9) and benchmarks (Table 5, pages 19-21) are collected using valid, project-customized and -aligned instruments, existing research-based assessments, and appropriate methods. *The Evaluator (EO) is experienced at developing assessment frameworks designed to measure Counseling Project GPRA and project-specific goals as well as providing*

useful data to facilitate districts in continuous improvement of their projects. The Evaluator ensures that all data is collected, recorded, and analyzed accurately in a timely manner as outlined in the grant proposal and as required by the Federal government. All data collection and processing activities are supervised by the Evaluator. Many instruments are housed in – and administered via – a secure, online system allowing for convenient access. Data collection and record keeping procedures comply with Federal confidentiality laws (i.e., FERPA). During the project, project data are analyzed to assist stakeholders in gauging progress toward improving performance over baseline levels and achieving the intended project outcomes (pages 8-9). Statistical analyses are matched to the data collected. Advanced filtering and cross-tabulation allow the Evaluator and project staff to identify criteria-specific data patterns and make appropriate recommendations.

(4.b) Provide performance feedback and permit periodic assessment of progress toward outcomes.

Performance Feedback: The evaluation plan entails regularly collecting, tracking, and analyzing high-quality and timely data on project implementation and participant outcomes *and* routinely disseminating findings through various methods. The Evaluator will generate project reports (below) to fulfill district and Federal requirements and to provide the stakeholders with an assessment of the progress being made toward achieving the project benchmarks and intended outcomes. In addition, project management will oversee the development of a project manual (setting-up, running, and assessing the project for purposes of sustainability and replication) as well as routinely share updates with stakeholders and parents through meetings, newsletters, website, etc.

Table 9: User-Friendly, Evaluation-Driven Reports
<u>Bi-Monthly Status Reports:</u> Provide feedback to project staff regarding adherence to project timeline, achievement of benchmarks, and status of evaluation activities; feed into CIM process.
<u>Federal Performance Reports:</u> Address Federal reporting requirements; describe project activities and demonstrates progress toward achieving intended outcomes, including the GPRA.
<u>On-Demand Analysis:</u> Tracks any and all aspects of project progress, including information for the Continuous Improvement Management (CIM) process – as appropriate and requested.

Assessment of Progress and Data-Based Decision-Making: The CVUSD project executive committee and school-level implementation teams will engage in a Continuous Improvement Management (CIM) process (page 22) to *continually monitor progress and adjusted strategies to closer align the project to its intended outcomes of improving school services and student outcomes.* To this end, the project evaluation serves two main purposes (see table below). *This data-driven accountability process strengthens programming and facilitates systemic reform where needed.*

Table 10: Two-Part Function of Project Evaluation
(1) <u>Program Fidelity:</u> Are project strategies effectively and appropriately being implemented and to what degree of fidelity, including in the following areas: (a) getting started, (b) staying on track, (c) accountability, (d) efficiency, (e) management, (f) sustainability, and (g) replicability.
(2) <u>Outcome Achievement:</u> How well and to what degree the outcomes are being achieved. This process is fed by multiple sources of qualitative and quantitative data on the project’s progress, including informal/anecdotal stakeholder feedback and evaluation formative reports regarding adherence to the timeline and achievement of benchmarks and appropriate analysis of outcome and process data and progress towards the project’s intended outcomes (including GPRA).

External Evaluator: Educational Outfitters (EO) is an independent grant evaluation firm that specializes in US DOE discretionary grants (bios in Appendix). *(In accordance with EDGAR, EO was selected following the district’s standard protocols.)* EO’s team members have worked on 100+ federal, state, and private grant-funded projects, including many US DOE student counseling, mental health, and prevention grants. EO’s team has 55 years of experience, including expertise and experience in development, implementation, management, evaluation, and reporting of grant-funded projects; community service coordination; K-12 and higher education; staff development; and human resource management. EO’s team includes a former project director, and staff members hold advanced degrees in Research Evaluation Methodology (abd), Education – Instruction & Curriculum, Human Resource Management, and Family & Human Development.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

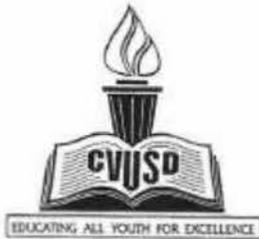
Appendix, Part 1: Table of Contents

(A) Letters of Contribution.....	32
(B) Resumes of Key Project Personnel.....	40
(C) Project Position Descriptions.....	50
(D) Letter to State Single Point of Contact (Executive Order 12372).....	54
(E) General Education Provisions Act (GEPA) Section 427.....	55
(F) Proof of Federally Negotiated Restricted Indirect Cost Rate.....	56

Appendix A: Letters of Contribution

The following pages contain the copies of signed letters of contribution from the project stakeholders listed below.

- *Castro Valley School District*: Jim Negri, Superintendent
- *Alameda County Board of Supervisors*: Nate Miley, President
- *Castro Valley Community Action Network (CVCAN)*: Traci Cross, Director
- *Eden Counseling Services*: Carolyn Westson, Executive Director
- *Alameda County Social Services*: Michelle Love, Director, Child & Family Services
- *Alameda County Sheriff's Office*: Gregory Ahern, Sheriff



Castro Valley Unified School District

BOARD OF EDUCATION

Janice Friesen, President
John J. Barbieri, Vice President/Clerk
Charmaine Banther
Gary C. Howard
Jo A.S. Loss

SUPERINTENDENT

Jim Negri

P.O. BOX 2146 • CASTRO VALLEY, CALIFORNIA 94546 • (510) 537-3000 • Fax (510) 886-8962

April 10, 2014

U.S. Department of Education, OESE/OSHS
550 12th Street, S.W., Rm. 10080, PCP
Washington, DC 20202-6465

Re: Letter of Support for the Elementary School Counseling Program

Dear Sir or Madam:

As superintendent of the Castro Valley Unified School District (CVUSD), I am submitting this letter of support on behalf of the CVUSD Governance Team because the Board of Education and administration strongly believe that CVUSD is highly qualified to be a recipient of the U.S. Department of Education Elementary School Counseling Program grant.

Under the leadership of our Director of Student Services, the district recently developed a school counseling initiative that is designed to serve the students and families in the district's nine elementary schools in the most effective, research-based manner. Due to five consecutive years of dramatic budget cuts resulting from the California budget crisis, the district is unable to fund elementary school counselors despite an identified need for these services. The district counseling initiative will be immediately implemented upon receipt of the grant and will be sustained by the district when the grant funding ends.

As the superintendent, I am extremely proud of the success that our students and schools have achieved (e.g., National Blue Ribbon Schools, five California Distinguished Schools, Schools to Watch, California Model Continuation High School); however, despite our success the district is consistently challenged to address the growing academic and socio-emotional needs of our diverse student body. In recent years, there has been a dramatic increase in the number of student subgroups that are socioeconomically disadvantaged, Hispanic/Latino and African-American. The district also continues to experience an increase in the number of English learners. Enrollment projections confirm the district's need to develop and sustain a comprehensive counseling program designed to promote academic achievement, increase student attendance, engage students in the learning process, ameliorate student discipline problems, and promote emotional well-being and resiliency in all students. The district plan also strengthens relationships with other community-based agencies and organizations to promote the emotional well-being of students and their families.

Due to the challenges presented by the changing student demographics, the district developed a district-wide counseling initiative based on the Positive Behavioral Intervention Supports (PBIS) and American School Counselor Association (ASCA) national framework models. Our elementary district-wide counseling initiative also includes implementing the SECOND STEP curriculum program in all of the district's fourth grade classrooms.



As a district, we are committed to working with community-based and partner agencies to provide critically needed services for the students in the Castro Valley Unified School District. Ensuring that all students are academically and emotionally prepared to be contributing members in a 21st century society is our highest priority.

I am confident that our counseling initiative plan and grant proposal strongly meet the criteria for an Elementary School Counseling grant and respectfully request that you consider our application.

Sincerely,

A handwritten signature in black ink that reads "Jim Negri".

Jim Negri, Superintendent
Castro Valley Unified School District



Board of Supervisors

Nathan A. Miley
Supervisor, District 4

Oakland Office
1221 Oak Street, Suite 536
Oakland, CA 94612
510-272-6694/510-465-7628 Facsimile

Eden Area District Office
20993 Redwood Road
Castro Valley, CA 94546
510-670-5717/510-537-7289 Facsimile

Pleasanton District Office
4501 Pleasanton Avenue, 2nd Floor
Pleasanton, CA 94566
925-803-7959

district4@acgov.org

April 14, 2014

Dear Superintendent Jim Negri,

As the Alameda County Supervisor representing District 4, I strongly endorse Castro Valley Unified School District as a recipient of the U.S. Department of Education Elementary School Counseling grant.

Castro Valley Unified School District (CVUSD) is a great district and has received a tremendous amount of accolades throughout the years.

Unfortunately, due to the fiscal crisis our state has faced during the "Great Recession," I am concerned the Castro Valley community is underserved to meet the socio-emotional and mental health needs of a significant amount of children attending CVUSD schools.

Castro Valley is adjacent to large cities such as Hayward and Oakland, California. The near proximity of these cities has progressively changed the pattern of CVUSD enrollment throughout the past decade. The direct impacts from these changes include greater school mobility rates of students and different educational and emotional needs of a more diverse student population. CVUSD intends to better serve students representing historically disadvantaged ethnic groups and students of poverty. Receiving the Elementary School Counseling grant will benefit the district's initiative to ensure all students are best prepared for the 21st century.

I have reviewed the CVUSD grant proposal and goals, I am confident, if the district is awarded the grant, the students and families within my constituency will greatly benefit from the much needed school based counseling and mental health services. I also greatly support the district's three-tiered and systemic approach to improving the emotional and mental wellbeing of all students. The district's plan parallels research-based methods intended to improve student behavior; student attendance and academic performance and address socio-emotional problems.

Once again, I strongly support CVUSD's application as a recipient for the Elementary School Counseling grant. I pledge my commitment to work with the district to ensure this opportunity to benefit the children and families of Castro Valley.

Sincerely,

(b)(6)

Nate Miley

(b)(6)





CV CAN
4400 Alma Avenue
Castro Valley, CA 94546
510.537.3335 x1936
www.cvcn.net

A coalition committed to reducing substance use among youth in Castro Valley

Dear Mr. Negri,

On behalf of Castro Valley Community Action Network (CVCAN), I would like to state our support of Castro Valley Unified School District's School Counseling Grant. We understand that the purpose of this grant is to provide a preventive approach based on the public health model to expand the inventory of effective counseling program offered within a school setting; including mental health services for secondary students. As the coalition uses the public health model to guide our efforts, strategies and interventions, we believe it is effective and purposeful, and we accept the obligation and duty to support the district in their efforts to provide this approach in expanding counseling programs.

Our coalition is currently comprised of key leaders from the community representing various sectors, including law enforcement, public health officials, local government agencies, mental and behavioral health representatives, local business leaders, religious sectors, school district and university representatives, and parents and students.

Our mission is to "cultivate personal responsibility, individual growth, and a safe healthy community through education and awareness of substance abuse trends and appropriate interventions." Our objectives include things such as; decreasing prescription drug availability by working with local law enforcement agencies to provide drug drop boxes to the community; increasing awareness and educating the community about local drug trends and abuse through community media campaigns, educational outreach programs, and a local website to provide resource and information; and organizing and supporting a youth coalition to provide positive protective factors to youth and encourage involvement and advocacy of pro-social activities.

In addition to our objectives, we provide facilitate cooperation and correspondence between key community sectors in addressing substance abuse issues in the community. We gather and provide data on substance abuse, crime and behavioral issues from all sectors in the community. We also provide oversight and fulfill an advisory role on mental and behavioral health, providing trained coalition volunteers, equipment and materials. These services, personnel, equipment and materials are available to support this grant.

As a coalition, we are excited about the opportunity to be involved with the School Counseling Program Grant. We believe this is a necessary integration, and we are committed to helping and doing our part to facilitate that integration. We believe our community is prepared and has the capacity to effectively integrate mental health systems with the local schools.

Much Thanks,

(b)(6)

Traci Cross
Director CVCAN

EDEN COUNSELING SERVICES, INC.
20253 Redwood Road #A
Castro Valley, CA 94546-4331
Tel: 510-247-9831 • Fax: 510-247-9825

Tony Shah, Ed.D., Director, Student Services
Castro Valley Unified School District
4400 Alma Ave.
Castro Valley, CA 94546

Dear Dr. Shah:

Eden Counseling Services, Inc. supports the efforts of Castro Valley Unified School District to seek funding for school counseling. On-campus mental health services which include assessment, crisis management, and individual and group counseling are critical for the many students having difficulty in managing school and related developmental tasks. The goal is to help students live up to their potential by altering problematic behaviors, resolving conflicts, and improving school performance, as well as, identifying and referring students and their families for any additional issues obstructing the learning process.

However, funding is scarce and it seems that every year resources for youth decrease. The unincorporated areas of Alameda County, in particular, suffer from a lack of low cost mental health services for youth and their families. The county has reduced funding and resources each year for the last five years, especially in the areas of prevention and early intervention.

For more than 16 years Eden Counseling Services has worked in partnership with CVUSD to provide individual, family, group and crisis counseling/assistance to students and their families. Our agency is a 501(c)(3) nonprofit organization, primarily funded through a contract with Probation. We employ licensed MFT's and registered MFT Interns. Our youth/families are referred through the Probation Department, Law Enforcement, self-referrals, and the schools (nearly 40% of our referrals are through the schools). Currently we have a therapist working at the high school one day a week, a therapist at Redwood Continuation School one day a week, and our Case Manager who is available for assessment, crisis management and referrals for community resources. We have recently restarted Anger Management groups for students both at the middle schools and in our Castro Valley office through the Case Management Program.

Eden Counseling looks forward to a continued strong relationship with CVUSD serving the youth in our community. Any additional funding for school counseling will benefit the students and our community.

Sincerely,

(b)(6)

Carolyn Weston, Ph.D.
Executive Director



Alameda County
Social Services
Agency

Department of Children & Family Services
675 Hegenberger Road, Oakland, Ca 94621
510/667-7714 Fax: 510/667-3937
lovcmi@acgov.org
<http://alamedasocialservices.org>

Michelle Love
Assistant Agency Director

Lori A. Cox-Jones, Agency Director

Jim Negri, Superintendent
Castro Valley Unified School District
4400 Alma Avenue
Castro Valley, CA 94546

Re: Letter of Support for Castro Valley Unified School District/U.S. Department of Education, Elementary School Counseling Grant

Dear Mr. Negri:

On behalf of the Alameda County Social Services Agency, Children & Family Services Division, I am pleased to write this letter of support for Castro Valley Unified School District's (CVUSD) intent in being awarded the U.S. Department of Education Elementary School Counseling grant. After reviewing the district's grant proposal and counseling initiative, I am confident the district is a strong candidate for this competitive grant award.

The district has developed a collaborative partnership with county level education, law enforcement, mental health and juvenile justice partners. The counseling collaborative will operate within a comprehensive system of services, activities and programs designed to promote and develop academic achievement intervention programs, bullying and violence prevention, early intervention and healthy childhood development. Our collaborative will also offer community-specific plans to address the problems of school violence and alcohol and other drug abuse.

If the district is awarded the grant, the district proposes to utilize some of the funds from this initiative to partner with our agency and other community based agencies to enhance and expand early intervention and diversion services to effectively develop and sustain a comprehensive school-based counseling program. The district's counseling initiative will apply Positive Behavior Intervention and Support (PBIS) and the American School Counselor Association (ASCA) national school counseling framework school-wide program for all nine of the district's elementary schools. The primary goals of the district's initiative is to ameliorate school-related problems, improve student attendance and improve student resiliency.

Special emphasis during this grant period will be devoted to strengthening the partnership with our agency and other related community based organizations to establish cooperative programs to promote student's academic and emotional development. This Initiative will provide valuable resources to assist in achieving this goal and sustaining the counseling initiative.

As the Director of Alameda County Social Services Agency, Children & Family Services Division, I believe that the proposed Initiative will best serve the school district's understaffed elementary school counseling program and provide much needed mental health services, promote early childhood psychosocial and emotional development programs, and support and connect schools and communities. The Alameda County Social Services Agency, Children & Family Services Division is committed to its success. Please feel free to contact me for any additional information. We look forward to working with the CVUSD to implement this important and worthwhile project.

Sincerely,

(b)(6)

Michelle Love
Director of Children and Family Services

Alameda County Sheriff's Office

Lakeside Plaza, 1401 Lakeside Drive, 12th Floor, Oakland, CA 94612-4305



Gregory J. Ahern, Sheriff

Director of Emergency Services
Coroner - Marshal

(510) 272-6866

Jim Negri, Superintendent
Castro Valley Unified School District
4400 Alma Avenue
Castro Valley, CA 94546

Dear Mr. Negri:

As the Alameda County Sheriff, it gives me great pleasure to strongly endorse Castro Valley Unified School District's (CVUSD) application for the U.S. Department of Education Elementary School Counseling grant. Castro Valley is one of the largest unincorporated communities in the nation. The Alameda County Sheriff's Office provides law enforcement services to this community. We have strong historic ties and a solid partnership with CVUSD. In fact, one of the Sheriff's Office's primary goals is to continue to proactively address juvenile delinquency and truancy.

CVUSD is a great school district with excellent teachers and staff. Even though the district has successful schools, the district still lacks the fiscal resources to best serve the rapidly changing demographics of student enrollment. Unfortunately, due to the current economic downturn, the district currently has no elementary school counselors to address the emotional needs of a significant number of students.

The district borders large cities including Oakland and Hayward, California. Throughout the past two decades, the district has steadily received families from these large urban cities. To best address changes in demographics and increased rates of poverty and student mobility, the district is in the beginning stages of developing a systemic approach to best serve students' academic and emotional needs. The initiative includes promoting academic equity, improving student behavior and safety, improving attendance and improving the emotional well being of all students. The district will implement a three-tiered approach to address the needs of all students (universal, strategic and intensive interventions).

The Sheriff's Office is fully committed to the district's counseling initiative. We will continue to strengthen our partnership with the district and provide support and guidance, as the district continues to develop and strengthen programs to best serve all students and families.

I am hopeful the district is awarded the U.S. Department of Education, Elementary School Counseling Grant. The grant will benefit the community. I am also confident the district will best utilize the funding and resources to best promote the academic and emotional well being of all students.

Sincerely,

(b)(6)

Gregory J. Ahern
Sheriff-Coroner

Appendix B: Resumes of Key Project Personnel

The following pages contain resumes from the key project and partners personnel listed below. This is representative of the high quality individuals committed to the success of this project.

- *Tony Shah, Ed.D.*, Director of Student Services, Castro Valley Unified School District (*Project Administrator*)
- *Blaine S. Cowick, Ph.D.*, Director of Special Education, Castro Valley Unified School District (*serve on Project Executive Committee*)
- *Ting Cheung, M.A.*, LMFT, Case Manager, Eden Counseling Services(*Supervisor for School-Based Therapist and serve on Project Executive Committee*)
- *Valerie Rudiak, MA*, Eden Counseling Services (*School-Based Licensed Mental Health Therapist*)
- *Todd Braeger, M.S.*, Senior Evaluator & Analyst, Educational Outfitters (*Evaluation Team*)
- *Shanna Futral, M.Ed.*, Evaluation Field Director, Educational Outfitters (*Evaluation Team*)
- *Jenna Taylor, M.S.S.*, Evaluation Field Director, Educational Outfitters (*Evaluation Team*)

Tony Shah, Ed.D.

EXPERIENCE :

CASTRO VALLEY UNIFIED SCHOOL DISTRICT
Valley, CA

Castro

Director, Student Services

7/2011 to Present

- Under the designation of the superintendent, manage, supervise and provide leadership for the following areas, guidance counseling, student and health records, campus security, home hospital instruction, alternative educational placement, suspensions, expulsions, attendance and behavioral review, categorical budgets, homeless education, foster youth, and articulation

ANTIOCH UNIFIED SCHOOL DISTRICT

Antioch, CA

Director, Student Support Services

7/2009 to 6/2011

- Direct, oversee and provide leadership for the following areas: attendance, suspensions, expulsions, foster youth services, homeless education, 504 accommodations, student records, campus security, alternative educational placement, inter/intra district transfers, Response to Intervention (RtI), and Student Success Teams (SST)
- SARB Chair and Expulsion Chair
- Solo grant writer for the Readiness and Emergency Management for Schools (REMS) grant - a competitive federal grant awarded to the district for the sum of \$300,000
- Co-director of district's REMS initiative
- Individual grant writer for "The Zero Tolerance for Domestic Violence Initiative (ZTDV)" prototype grant – \$30,000 awarded to the district. Award money used to purchase all district fourth grade classrooms with Second Step program kits. Second Step is a research-based anti-violent/bullying program validated by the U.S. Department of Education
- Chairperson for the Healthy Community and School Climate Committee, a consortium of educators, school administrators and community members whose primary objectives are to improve school climate and promote the academic and emotional development for all students within the district
- Revised the district-wide discipline matrix – one of several strategies intended to ameliorate discipline disproportionality
- Chairperson of Attendance Committee, a conglomeration of administrators, educators and community members whose primary goal is to increase attendance district-wide
- Special Education Taskforce leadership member

LODI UNIFIED SCHOOL DISTRICT

Lodi, CA

Principal

7/2006 to 7/2009

- Directed and coordinated educational, administrative and counseling activities as the Principal of Henderson Community Day School
- Planned and monitored school budget of 1.2 million plus dollars and building maintenance
- During my tenure as principal, student attendance had increased by 46% while the suspension rate decreased by 27%. The school's Academic Performance Index (API) grew an astonishing 60 plus points (school wide) and the school's only significant sub-group, Socio-economically Disadvantaged, grew an astounding 80 plus points

LINCOLN UNIFIED SCHOOL DISTRICT

Stockton, CA

Lincoln High School Assistant Principal

8/2004 to 7/2006

- Provided educational leadership in a collegial style to advance instruction, close the achievement gap, improve behavioral classroom management, and promote effective classroom instruction

STOCKTON UNIFIED SCHOOL DISTRICT

Stockton, CA

Guidance Counselor

8/1998 to 8/2004

- Provided students with group counseling services at A.A. Stagg High School
- Assisted students in achieving more effective personal, social, educational and vocational development
- Provided occupational and educational information enabling individuals to formulate realistic educational and vocational plans

SAN JOAQUIN COUNTY CHILDREN'S MENTAL HEALTH

Stockton, CA

Mental Health Clinician/Case Manager

7/1995 to 8/1998

- Facilitated and implemented therapeutic services as a Mental Health Clinician for children and families enrolled in Children's Day Treatment located at Taft Elementary, Stockton, CA
- Provided therapeutic interventions and organized treatment plans for clients with severe psychiatric/psychological impairments

EDUCATION AND CREDENTIALS:

Doctor of Education

University of the Pacific

- Area of concentration: Educational Administration and Leadership
- Dissertations focus...Increasing metacognition so to promote the academic achievement and emotional wellbeing of ethnic learning disabled students.

Educational Administrative Services Credential

California State University, Sacramento

Masters of Arts/PPS School Counseling

National University

- Area of concentration: Counseling Psychology
- Recipient of Leadership Award presented by the President and the Board of Trustees of National University, "This award is a tribute to your outstanding leadership qualities and accomplishments"

Bachelors of Arts

California State University, Sacramento

- Area of concentration: Clinical Psychology and Human Development
- Recipient of full athletic grant-in-aid, Sacramento State University Football

LICENSE: Marriage & Family Therapist (MFC 38103)

RELATED AFFILIATIONS:

Active member of the Association of California School Administrators

SELECTED AWARD:

Recipient of the 2005 Promising Administrator Award from the Association of California School Administrators, Region V

Blaine S. Cowick

Educational History:

- 1996 University of California-Berkeley
Degree: **Ph.D. in Special Education**
- 1984 Central Michigan University
Degrees: **Master of Arts in Psychology
Specialists in Psychological Services**
- 1981 Central Michigan University
Major: Psychology
Degree: **Bachelor of Science**

Work Experience:

- August 2010 to Present Mid-Alameda County Special Education Local Area Plan (MAC SELPA), Director (servicing Castro Valley, Hayward, San Leandro, and San Lorenzo)
Director of Special Services

Duties: Supervision of infant through age 22 special education programs, Section 504 Coordinator, due process and mediation hearings, budget monitoring, compliance monitoring, staff training, program development, recruiting and supervision of staff, psychological and mental health services, health services, SELPA and county relations, etc., Rtl and PBIS implementation.

- August, 2004 to August 2010 **Director of Special Education**
Dublin Unified School District

- August, 1998 to July, 2004 **Director of Special Services**
New Haven Unified School District

Duties: Supervision of infant through age 22 special education programs, Section 504 Coordinator, due process and mediation hearings, budget monitoring, compliance monitoring, staff training, program development, recruiting and supervision of staff, psychological and mental health services, health services, SELPA and county relations, etc.

- July, 1997 to July, 1998 **Coordinator of Special Education**
New Haven Unified School District

Duties: Supervision of special education programs and personnel. Emphasis in programs for youth with emotional and behavior disorders, autism, nonpublic school and residential Placements, inclusion programs, discipline procedures, positive behavior plans.

- August, 1996 to June, 1997 **School Psychologist**
South Kitsap School District #402

Duties: Duties involved collaboration/consultation with regular and special education staff and programs. Assessment and therapeutic intervention with kindergarten through grade nine general and special education populations. Other duties include counseling, parent training, and social skills training.

August, 1989 to June, 1996

**School Psychologist
Behavioral Specialist**
New Haven Unified School District

Duties: Duties involved collaboration/consultation with regular and special education staff and programs. Member of Instructional Support Team and School Resource Team. Assessment and therapeutic intervention with pre-school through grade twelve General and special education populations. Other duties include counseling, parent training, and social skills training activities.

August, 1991 to August, 1992

Residential and Educational Counselor
Edgewood Children's Center

Duties: Provided counseling and support services to youth with serious emotional and behavioral disorders living in a therapeutic residential treatment setting. Also involved direct service in self-contained public and nonpublic school classrooms.

August, 1984 to June, 1989

**Program Assistant for Psychological Services/
School Psychologist**
Great Falls Public Schools

Duties: Assist in supervision of school psychologists and K-12 programs for emotionally disturbed students. Monitored all district psychological evaluations. Assessment/programming for kindergarten through age 21 youth with specific learning disabilities, emotional and behavioral disorders, and severe to mild developmental disabilities. Also served alternative high school, pre-vocational, and vocational training programs, adolescent day treatment. Emphasis placed on teacher consultation and therapeutic intervention on an individual, group, and family basis.

Teaching Experience:

August, 1993 to June, 1995

Part Time Faculty/Supervisor of Practicum Teachers
San Francisco State University

January, 1989 to June, 1989

Part Time Faculty
University of Great Falls

June, 1986 to June, 1989

Part Time Faculty
Northern Montana College

August, 1983 to May, 1984

Teaching Assistant
Central Michigan University

Certifications:

Professional Clear Administrative Services Credential.
California State University-Hayward, Diversity of Leadership Program (completed May, 1999). Issued by California Department of Education, Valid: 8/1/07--8/1/12.

Professional Pupil Services-School Psychologist Credential.
California Department of Education. Valid: 8/1/07—8/1/12.

Ting Cheung, M.A., LMFT

Professional Experience

2007 to Present **Eden Counseling Services** **Castro Valley, CA**
Counselor/ Case Manager

- Provided individual, adolescents, couples and family therapy to treat diverse client issues such as depression, anxiety and interpersonal relations.
- Worked with adolescents in a school setting to provide counseling, assessment and referral services.
- Responsible for intakes, assessment and connecting families to counselors and other appropriate community resources.

2006 to 2009 **Counseling and Psychological Services (California State University East Bay)** **Hayward, CA**
Counselor

- Provided short-term counseling to college students from diverse cultural backgrounds. Most often-seen issues include depression, anxiety, cross cultural issues, grief/loss issues and relationship issues.
- Facilitated support groups.
- Performed crisis counseling to students in crisis.
- Presented various mental health educational topics in classroom.

2005 to 2006 **Eastfield Ming Quon** **Campbell, CA**
Intern Clinician

- Provided children and families psychotherapy to resolve children's behavioral issues.
- Performed intake, assessment and treatment planning for children and families.

2004 to 2005 **Youth and Family Services** **Fremont, CA**
Trainee Counselor

- Performed individual and family therapy to young children (ages 5 to 12).
- Provided counseling services at an elementary school to help children deal with various issues such as grief/loss, divorced parents, social skills and cross cultural issues.

Education and Licensure

M.A. Clinical Psychology / MFT	2005
Notre Dame de Namur University, Belmont, CA	
B.S. in Computer Science	1994
The University of Texas, Austin, TX	
B.A. in Mathematics	1994
The University of Texas, Austin, TX	
License: Marriage and Family Therapist, California License # 49848	

Valerie Rudiak, MA

Highlight of Qualifications

- Registered MFT Intern #62505.
- Active skill set in independent living skill development with teens.
- Culturally competent and comfortable working with diverse populations.
- Effective in managing caseloads in counseling center and school-based settings.
- Strong written and verbal communication skills.
- Highly empathetic while still maintaining appropriate therapeutic boundaries.

Professional Accomplishments

- Provided individual, and family therapy to troubled and challenging youth and their families.
- Provided school counseling for individuals and groups at local high schools.
- Taught parenting skills, stress management, and life-planning skills.
- Counseled clients with various issues including depression, anxiety, truancy, anger management and behavioral problems, childhood sexual and physical trauma, and substance abuse.
- Utilized play therapy to counsel school-age children in a school-based setting, assessed for and reported child abuse, collaborated with teachers, administrators and parents to serve students' needs.

Relevant Experience

- January 2010 - Current: Eden Counseling Services, Castro Valley, CA, MFT Intern.
- March 2008 - Sept 2009: John F. Kennedy Community Counseling Center, Pleasant Hill, CA, MFT Trainee.
- October 2008 - June 2009: Kaiser Elementary School, Oakland, School Counselor.

Professional Affiliations

- California Association of Marriage and Family Therapists, State and East Bay chapters.

Education

- John F. Kennedy University, M.A., Counseling Psychology, Pleasant Hill, CA, 2009.
- California State University, Chico B.A., Psychology, 2005.

Todd Braeger, M.S.

Senior Evaluator & Analyst, Educational Outfitters

Since 1989, Todd Braeger has worked as a professional evaluator on over 100 education-based projects totaling more \$100 million, including teacher training, family and child development, after-school, technology, literacy, math and science education, history and civics education, physical education, college preparation, adult education, violence and substance use prevention and intervention, youth mentoring, comprehensive school safety, emergency planning and response, and community-wide service coordination projects.

He is an expert in project evaluation (including needs assessment, instrumentation, quality control, data management, and data analysis) and project management (including formative and summative reporting, Continuous Improvement Management, strategic planning, sustainability, and funder protocols).

Todd is highly adept at translating funder requirements into a strong, comprehensive evaluation framework that emphasizes ongoing assessment, improvement, and accountability of the project in all areas. To this end, he is accomplished at evaluation workplan development and implementation; instrument design and testing; data gathering, processing and clean-up; data review, analysis and interpretation; and report writing, submission, and follow-up.

Todd started his evaluation career on staff at Utah State University and has since worked extensively with diverse, low-income, rural and urban communities in the South and West. He is also a published researcher in the areas of early childhood education, language development, and special education early intervention. Todd served as lead developer of DataTrack, an online, integrated data tracking, management, analysis, and reporting computer system. As Educational Outfitter's Senior Evaluator, he is responsible for administering evaluation, project management, and technical support services for educational and community projects across the United States.

Todd holds two Master's degrees, one in Family and Human Development and the other in Civil and Environmental Engineering. He is currently a doctoral candidate (abd) in Psychology – Research and Evaluation Methodology at Utah State University, where he was the recipient of the Presidential Fellowship and the Evaluation Training Program Fellowship.

Shanna Futral, M.Ed.

Evaluation Field Director, Educational Outfitters

For over a decade now, Shanna Futral has dedicated her professional life to education. She started her career as a teacher but quickly moved out of the classroom and into the world of grant-funded programs – both as a project director and an external consultant. In this capacity, she has collaborated with countless local, state, and national partners to help secure over \$64 million in grants for education and community improvement projects nationwide.

She is an expert at designing cohesive programs and adept at involving diverse, inclusive representation of stakeholders in decision-making, project design, and implementation.

Shanna is able to couple her understanding of and experience in best practice instructional methods, standards-based curriculum and assessment development, and professional development models with effective and successful project management skills. She has directed two USDOE grant-funded projects, including an after-school and summer program in a highly impacted, inner city area; and a teacher professional development project for a large suburban school district.

She is also skilled at developing quantitative and qualitative assessment measures for project instructors, classroom teachers, and K-12 students. Furthermore, Shanna is highly regarded for her expertise in history education and innovation in related assessment design. Currently, she is creating and testing new instruments to assess historical thinking skills, civic engagement, and the level of implemented change specific to Teaching American History grant projects.

She is also a talented instructor and has presented on topics including evaluating change, grant writing, and teaching with essential questions and enduring understanding.

Shanna is the Congressional District Coordinator for the We the People youth initiative and recently served as Utah's state education director for the Japanese American National Museum's "Enduring Communities Project", funded by the National Endowment for the Humanities. Shanna holds a Master's of Education degree from Weber State University, Utah.

She also has a Bachelor's degree in Secondary Education with a Social Studies emphasis from Kennesaw State University, Georgia, where she graduated Summa Cum Laude and was her program's Outstanding Senior of the Year.

Jenna Taylor, M.S.S.

Evaluation Field Director, Educational Outfitters

Jenna Taylor has fifteen years of experience working with and for education-based organizations, including school districts, universities, state offices, community non-profits, and tribal entities across the nation. Early in her career, she worked with adult training programs as a coordinator for her graduate program's Management Institute and as the manager for the U.S. Institute of Languages. Since 2001 Jenna has worked as a professional education grant consultant, first as a senior grant writer for a private consulting firm and then for two university deans.

In 2004 she co-founded Educational Outfitters and has since worked as part of a professional team responsible for carrying out independent evaluation and grant reporting services for education projects. She brings with her a strong background in strategic planning, program coordination, systems development, performance management, and facilitation and training methods. Jenna is known for being highly adept at form design and usability, data tracking and management, and information organization and presentation. She is also knowledgeable of various professional development models, prevention programming, and psychological theory.

What's more, Jenna has nine years of full-time experience in the development and writing of federal, state, and foundation grants. She has a successful track record of guiding diverse groups from the formative stages of project planning through proposal submission, including conducting needs analyses, formulating solutions based on best practices, and establishing appropriate goals and objectives, methods, management plans, timetables, budgets, and partners. As a result, she has helped clients secure \$58 million in competitive grants for 67 projects nationwide at an extremely high funding rate.

Jenna holds a Master's of Social Science degree in Human Resource Management as well as a Bachelor's degree in Psychology. She graduated Magna Cum Laude; was honored on the National Dean's List; and served two years in the presidency of her university's Graduate Student Senate. Her ongoing professional training has included Community System's grant development process (Bader and Carr); Innovation Configurations and Concerns Based Adoption Model (Hord); and "Most of Us" Social Norms Marketing (Linkenbach).

Appendix C: Project Position Descriptions

The following pages contain position descriptions for key grant-funded project positions.

- CVUSD ESC Project Director
- Elementary School Counselor
- School-Based Licensed Mental Health Therapist

CVUSD ESC Project Director Position Description

To be hired upon funding; Part-Time (.5 FTE)

Reports To: Tony Shah, Director, Student Services, Castro Valley Unified School District

Responsibilities

The Project Director is responsible for overseeing all aspects of the School Counseling Program grant, and will carry out the responsibilities of the position as defined below: In summary, the Project Director will oversee the project timeline, purchasing, contracts, personnel, activities/services, evaluation, reporting, and district- and community-wide coordination.

- Oversee the coordination of student counseling (based on the American School Counselor Association (ASCA) national school counseling framework) and mental health services, particularly in targeted schools
- Coordinate the district-wide Positive Behavior Interventions and Supports (PBIS) program implementation in all district elementary schools
- Coordinate the implementation of the Second Step curriculum program in all 4th grade classes
- Manage the project budget and oversee execution of timeline and progress towards meeting project goals and objectives.
- Work with all partners regarding implementation and coordination of services.
- Responsible for recruitment, documentation, and payment of persons serving in project capacities.
- Coordinate with consultants, including the project evaluator, to facilitate their project roles.
- Serve on and build strong “working” relationship with mentoring project Steering Board.
- Lead the Steering Board in a quarterly Continuous Improvement Management process.
- Make School Board and community presentations.
- Develop resources and additional partnerships to support project goals and sustainability.
- Responsible for data collection and Federal reporting requirements.
- Participates in community collaborative activities, councils, etc.
- Attend required national and regional trainings.
- Attend school administration meetings and trainings to further systemic integration.
- Maintain and update the creation of a School Counseling Program Policies, Procedures, and Programming Manual that would be suitable for dissemination and project replication
- Develop and maintain project website and newsletter information and administrative updates.

Qualifications

Education & Experience: Master's degree with emphasis in social work, psychology, and/or education. Prefer seven or more years of progressive experience, including in program management. Experienced with community collaboration and youth development, especially with at-risk youth. Positive working relationship with the school systems and area community agencies.

Knowledge, Skills, & Abilities: Understanding of the program principles and methodology is preferred. Have expert knowledge of program policies and procedures. Working knowledge of the current state of prevention science as regards to the development of internal and external assets toward the strengthening of resiliency. Understanding of the theory and practice associated with risk and protective factor assessment, documentation, and program matching. Effective collaboration and coordination, as manifest in communication, organization, motivation, and conflict resolution capabilities. Competent in their work with diverse and grassroots communities as well as with community mobilization and outreach. Skilled at data collection and electronic data management. Competent in basic grant writing and program reporting.

Preference will be given to English/Spanish bilingual and experience working with culturally and linguistically diverse populations.

Elementary School Counselor Position Description

To be hired upon funding

Reports To: Project Director, Castro Valley Unified School District

Responsibilities

- Implement an effective school counseling program focusing on understanding of self and others; coping strategies; peer relationships and effective social skills; communication; problem-solving, decision-making, conflict resolution, and study skills; career awareness and the world of work; substance abuse education; and multicultural awareness base on the American School Counselor Association (ASCA) National School Counseling Framework
- Provide appropriate short-term individual counseling, small group counseling, and classroom counseling activities dealing with students' issues
- Provide support and guidance for school site staff members regarding the district's Positive Behavioral Interventions and Supports (PBIS) implementation
- Provide guidance, support and training for school site fourth grade teachers on implementing Second Step program in classrooms
- Evaluate emotional and behavioral needs of students
- Work with specialized populations and needs that require special attention, such as culturally diverse populations and students with varying abilities
- Provide consultation with teachers, administrators, school psychologists, school social workers, and outside agencies and social services concerning the welfare of students
- Make appropriate referrals for special services for students and families within the school and the community
- Mentoring by current school counselors will be provided
- Provide documentation necessary to support the goals of the program
- Assist in the creation of a School Counseling Program Policies, Procedures, and Programming Manual that would be suitable for dissemination and project replication

Qualifications

Education & Experience: Documented competence in counseling children and adolescents in a school setting. Current state or national licensure or certification or certified by an independent professional regulatory authority. Holds a minimum of a master's degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs or the equivalent.

Knowledge, Skills, & Abilities: Knows and abides by the Code of Ethics for school counselors. Demonstrates understanding and knowledge of the comprehensive developmental counseling model. Demonstrates high-level skills in organizing, planning, prioritizing, work initiative, and professionalism. Demonstrates strong interpersonal relations and works cooperatively with students, parent, staff, and administration. Demonstrates personality traits such as flexibility, compassion, energy, enthusiasm, and a willingness to provide a quality program for students.

Preference will be given to English/Spanish bilingual and experience working with culturally and linguistically diverse populations.

School-Based Licensed Mental Health Therapist Position Description

To be hired upon funding.

Reports To: Case Manager, Eden Counseling Services

Responsibilities

- Upon referral, the school-based therapist will meet with the student's parents, gain necessary approval, explain options, and see that they are able to access the level of help they need. Each youth client will have signed parental permission and a formal treatment plan (following HIPAA standards).
- School-based mental health services will include substance abuse and depression assessments; psychological testing/assessment; diagnosing and assessing, and evaluation; crisis services; individual and family counseling; small group therapy; case consultation with staff and other providers; and referrals to community-based intensive services and treatment.
- Maintains quality clinical records with zero exceptions. Maintains flexible hours to meet client needs.

Qualifications

Education & Experience: Master's Degree or PhD Degree in psychology, social work, marriage and family therapy, or professional counseling from an accredited university with a clinical independent license, psychology PhD or non-psychology PhD with licensure in progress (limited to 18 months). Licensed in psychology by the State of California.

Knowledge, Skills, & Abilities: Demonstrated competence in counseling children in a school setting. Practices in the scope of the individual's education, training, and experience with children in school settings. Knowledge of the principles and practices of clinical psychology. Ability to administer, score, interpret and evaluate various psychological data and develop treatment recommendations. Ability to establish a professional leadership and cooperative relationship with other psychologists and professional staff. Ability to communicate effectively both orally and in writing. Computer literacy and skill for operation of automated office system.

Preference will be given to English/Spanish bilingual and experience working with culturally and linguistically diverse populations.

Appendix D: Letter to State Single Point of Contact



Castro Valley Unified School District

BOARD OF EDUCATION

Janice Friesen, President
John J. Barbieri, Vice President/Clerk
Charmaine Banther
Gary C. Howard
Jo A.S. Loss

SUPERINTENDENT

Jim Negri

P.O. BOX 2146 • CASTRO VALLEY, CALIFORNIA 94546 • (510) 537-3000 • Fax (510) 886-8962

State Single Point of Contact Letter

April 25, 2014

Grants Coordination
State Clearinghouse
Office of Planning and Research
P.O. Box 3044, Room 222
Sacramento, California 95812-3044

Dear State Single Point of Contact,

In accordance with Executive Order 12372, I am informing you of Castro Valley Unified School District's application for the U.S. Department of Education's Elementary and Secondary School Counseling Programs (CFDA 84.215E). For your review, I have attached a copy of the application form and project abstract. If you have any questions, please contact me at 510-537-3000 or tshah@cv.k12.ca.us.

Thank You,

(b)(6)

Tony Shah, Ed.D.
Director, Student Services
Castro Valley Unified School District
4400 Alma Avenue
Castro Valley, CA 94546

ENCLOSURES

Copy of signed SF 424
Project Abstract

Appendix G: GEPA Statement

This was written to address Section 427 of the General Education Provisions Act (GEPA).

Castro Valley Unified School District is committed to providing environments free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference, or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in an environment.

Equitable Access and Participation

Individuals who are members of special populations will be provided full access to the CVUSD School Counseling Project. Potential barriers have been identified that may impede and/or prevent individuals from equitable access or participation in the project.

All facilities used for the project will be open and accessible to all appropriate participants regardless of race, color, ethnic background, national origin, religion, creed, age, disability, sexual orientation or preference, or gender.

The project and partner staff members will identify participants with special needs who may require instructional and other accommodations to benefit from project services. Reasonable accommodations will be provided to participants with documented disabilities to enable them to participate in project activities. All facilities to be used by the project currently meet or exceed requirements of Americans with Disabilities Act (ADA).

Participants will receive a brochure about the project and, as feasible, instructions in their native language. As feasible, materials on audiotape or in Braille will be provided to participants who are blind and additional written or signed instructions will be provided to those who are deaf.

Equal Opportunity Employment

Castro Valley Unified School District is an equal opportunity employer and committed to providing career opportunities to all people regardless of race, color, ethnic background, national origin, religion, creed, age, disability, sexual orientation or preference, or gender.

Discrimination and harassment are prohibited by Titles IV, VI and VII of the 1964 Civil Rights Act and Title IX of the Education Amendments of 1972, and by the California State Anti-discrimination Act. In addition, various other constitutional provisions, statutes and common law causes of action prohibit such discriminatory conduct. It is the policy of the district to enforce these laws as part of its employment practices.

To encourage applications from persons of traditionally underrepresented groups, the CVUSD School Counseling Project job announcements will be posted widely, electronically and in print with job service agencies, newspapers, and organizational job boards.

Appendix H: Proof of Indirect Cost Rate

California Department of Education (CDE) - School Fiscal Services Division

2013–14 Restricted Indirect Cost Rates for K–12 Local Educational Agencies (LEAs) – Five Year Listing

Rates approved based on standardized account code structure expenditure data

Address questions to sacsinfo@cde.ca.gov, or call 916-322-1770.

As of April 03, 2013

				----- A P P R O V E D R A T E S -----				
				For use with state and federal programs, as allowable, in:				
County Code	LEA Code	Type*	LEA Name	2009–10	2010–11	2011–12	2012–13	2013–14
				2007–08 expenditure (data)	2008–09 expenditure (data)	2009–10 expenditure (data)	2010–11 expenditure (data)	2011–12 expenditure (data)
01	10017	C	Alameda County Superintendent	10.07%	9.64%	9.32%	9.55%	8.79%
01	40402	J	Mission Valley ROC/P	0.00%	0.00%	0.00%	0.00%	0.00%
01	40410	J	Tri-Valley ROP JPA	0.00%	0.00%	0.00%	0.00%	0.00%
01	40428	J	Eden Area ROP JPA	0.00%	0.00%	0.00%	0.00%	0.00%
01	40501	J	East Bay ROP JPA	0.00%	0.00%	0.00%	0.00%	0.00%
01	61119	D	Alameda City Unified	3.40%	4.02%	5.74%	7.53%	7.54%
01	61127	D	Albany City Unified	4.21%	4.46%	7.43%	6.72%	7.15%
01	61143	D	Berkeley Unified	5.84%	6.27%	6.70%	6.39%	6.73%
01	61150	D	Castro Valley Unified	6.90%	7.85%	6.28%	5.59%	5.93%
01	61168	D	Emery Unified	8.62%	10.42%	14.05%	9.39%	6.81%
01	61176	D	Fremont Unified	4.90%	4.95%	4.32%	4.07%	5.10%
01	61192	D	Hayward Unified	4.17%	4.08%	3.09%	3.92%	5.40%
01	61200	D	Livermore Valley Joint Unified	4.23%	4.65%	5.45%	5.98%	4.46%
01	61218	D	Mountain House Elementary	4.15%	4.58%	5.83%	5.17%	5.99%
01	61234	D	Newark Unified	5.33%	5.52%	6.76%	6.96%	5.16%
01	61242	D	New Haven Unified	5.30%	3.37%	4.20%	3.95%	4.81%
01	61259	D	Oakland Unified	4.75%	5.17%	4.25%	4.57%	5.17%
01	61275	D	Piedmont City Unified	4.23%	4.02%	4.33%	5.00%	6.70%
01	61291	D	San Leandro Unified	5.33%	3.94%	3.34%	3.06%	2.79%
01	61309	D	San Lorenzo Unified	6.33%	6.09%	6.20%	7.07%	6.37%
01	75093	D	Dublin Unified	4.32%	3.16%	6.90%	6.54%	6.75%
01	75101	D	Pleasanton Unified	5.62%	5.19%	6.26%	5.45%	6.25%
01	75119	D	Sunol Glen Unified	8.63%	8.49%	7.48%	5.96%	6.68%
02	10025	C	Alpine County Superintendent	8.41%	10.49%	15.54%	23.18%	9.35%
02	61333	D	Alpine County Unified	6.10%	10.06%	11.00%	12.49%	7.46%
03	10033	C	Amador County Superintendent	10.45%	6.44%	5.52%	7.29%	4.96%
03	73981	D	Amador County Unified	5.33%	7.31%	7.67%	7.77%	10.83%
04	10041	C	Butte County Superintendent	7.42%	6.74%	6.48%	6.06%	6.77%
04	61382	D	Bangor Union Elementary	5.85%	6.70%	7.24%	5.32%	4.08%
04	61408	D	Biggs Unified	9.88%	9.89%	11.85%	10.93%	9.46%
04	61424	D	Chico Unified	4.27%	3.13%	3.80%	5.34%	5.92%
04	61432	D	Durham Unified	4.04%	4.17%	6.51%	6.24%	5.23%
04	61440	D	Feather Falls Union Elementary	5.45%	6.22%	2.47%	6.25%	4.26%
04	61457	D	Golden Feather Union Elementary	2.96%	5.35%	7.31%	11.47%	7.25%
04	61499	D	Manzanita Elementary	4.75%	4.35%	6.31%	6.11%	5.62%
04	61507	D	Oroville City Elementary	3.70%	3.46%	4.56%	2.66%	3.12%
04	61515	D	Oroville Union High	3.22%	2.82%	3.37%	3.92%	3.41%
04	61523	D	Palermo Union Elementary	4.55%	3.66%	5.91%	6.26%	5.73%
04	61531	D	Paradise Unified	3.66%	5.10%	5.95%	4.81%	5.48%
04	61549	D	Thermalito Union Elementary	3.60%	3.57%	6.59%	4.98%	4.22%
04	73379	D	Pioneer Union Elementary	10.27%	9.70%	11.81%	12.70%	14.22%
04	75507	D	Gridley Unified	4.38%	3.96%	4.07%	4.80%	6.06%

There was a problem attaching a file(s).

The file was missing in the application package submitted through Grants.Gov

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Narrative

Descriptive Name	Formula	Year 1	Year 2	Year 3
1. PERSONNEL (includes a 3% annual pay increase)				
Project Director/School Counselor	\$75,592/annual salary (based on district payscale) x 1 full-time position (.5 FTE Project Director/.5 FTE School Counselor)	\$75,592.00	\$77,859.76	\$80,195.55
School Counselors	\$70,592/annual salary (based on district payscale) x 2 full-time positions (1.0 FTE/each)	\$141,184.00	\$145,419.52	\$149,782.11
Substitutes for PBIS Training	\$135/day x 2 teacher reps on each School PBIS Team x 9 schools	\$2,430.00	\$2,502.90	\$2,577.99
Substitutes for Second Step Training	\$135/day x 2 teacher reps on each School PBIS Team x 9 schools	\$2,430.00	\$2,502.90	\$2,577.99
Subtotal Personnel		\$221,636.00	\$228,285.08	\$235,133.63
2. FRINGE BENEFITS (required by Federal and state law)				
Fringe Benefits for Salary Positions	13.51% of salary + \$6,000 for health insurance	\$47,286.44	\$48,165.03	\$49,069.98
Subtotal Fringe Benefits		\$47,286.44	\$48,165.03	\$49,069.98
Total Personnel & Benefits		\$268,922.44	\$276,450.11	\$284,203.61
3. TRAVEL				
Local Travel for project management, trainings, and coordination.	\$0.56/mile x 200 miles/month x 12 months/year	\$1,344.00	\$1,344.00	\$1,344.00
<i>Note: Based on Washington DC FY 2014 Per Diem Rates (www.gsa.gov)</i>				
Project Directors Meeting (required) attended by Project Director. (Year 1 only)				
Round-trip airfare (economy class)	\$450/airfare x 1 participant	\$450.00		

Lodging	\$184/night x 1 night x 1 participant	\$184.00		
Per Diem	\$71/day x 2 days x 1 participant	\$142.00		
Ground Transportation	\$75/trip x 1 participant	\$75.00		

USDOE Office of Safe and Healthy Students National Conference (required) attended by Project Director and one other project representative. (Each year)

Round-trip airfare (economy class)	\$450/airfare x 2 participants	\$900.00	\$900.00	\$900.00
Lodging	\$184/night x 2 nights x 2 participants	\$736.00	\$736.00	\$736.00
Per Diem	\$71/day x 3 days x 2 participants	\$426.00	\$426.00	\$426.00
Ground Transportation	\$75/trip x 2 participants	\$150.00	\$150.00	\$150.00
	Subtotal Travel	\$4,407.00	\$3,556.00	\$3,556.00

4. EQUIPMENT

None		\$0.00	\$0.00	\$0.00
	Subtotal Equipment	\$0.00	\$0.00	\$0.00

5. SUPPLIES

ACSA National Model: A Framework for School Counseling Programs guides	\$35/guide x 8 personnel (schools counselors and administrators)	\$280.00		
Positive Behavior Interventions and Supports (PBIS) materials	\$400/school (Year 1), \$300/school (Year 2), and \$200/school (Year 3) x 9 schools	\$3,600.00	\$2,700.00	\$1,800.00
Second Step Curriculum kits and classroom materials	\$300/kit and materials x 10 classrooms/year x 9 schools (Years 1 & 2 - reaching 20 classrooms)	\$3,000.00	\$3,000.00	
Second Step Family group materials and curriculum (English and Spanish).	\$300/kit and materials (Year 1 only, \$200/materials (Year 2), and \$100/materials (Year 3) x 9 schools	\$2,700.00	\$1,800.00	\$900.00
Office supplies and copying, printing, and mailing for project management.	\$50/month x 9 months/school-year	\$450.00	\$450.00	\$450.00

Printing, photocopying, and mailing of all assessments, and consent forms.	\$500/year	\$500.00	\$500.00	\$500.00
Subtotal Supplies		\$10,530.00	\$8,450.00	\$3,650.00

6. CONTRACTUAL

Note: Procurement transactions are conducted in accordance with EDGAR. Contractors are selected following the district's standard policies and procedures.

Eden Counseling Services school-based therapist	\$45,000/Year 1 and \$48,000/year for Years 2 & 3 contracted services (so referred students/families can receive mental health services at no cost - after insurance and Medicare)	\$45,000.00	\$48,000.00	\$48,000.00
American School Counseling Association National School Counseling Framework Model Training (certified trainer)	\$1,000/day (covers instruction, planning time, and travel) x 2 days/Year 1 and 1 day/year in Years 2 and 3 for school counselors and administrators	\$2,000.00	\$1,000.00	\$1,000.00
Positive Behavior Intervention and Supports (PBIS) Training and Implementation Technical Support	\$1,000/day (covers instruction, planning time, and travel) for 1 full-day group training (at district office) + \$500/half-day site coaching/technical assistance x 9 School PBIS Teams (who will then support train all school staff during planned staff meetings and inservices)	\$5,500.00	\$5,500.00	\$5,500.00
Second Step Curriculum Training (certified trainer)	\$1,000/day (covers instruction, planning time, and travel) for 1 day training (and follow-up support and technical assistance) for 2 teacher rep/school and all school counselors (who will then train all teachers during planned staff meetings and inservices)	\$1,000.00	\$1,000.00	\$1,000.00

External Project Evaluator (Educational Outfitters): Work plan detailed in Evaluation Section of the narrative, includes formative and summative evaluation activities, data analysis, and addressing federal reporting requirements.	Budgeted at 9% across 3-year project - based on evaluator's experience evaluating other ESSC grant projects. (American Evaluation Association considers 10%-15% to be a fair and widely accepted rate for project evaluation.)	\$38,000.00	\$35,000.00	\$32,000.00
Subtotal Contractual		\$91,500.00	\$90,500.00	\$87,500.00
7. CONSTRUCTION				
None		\$0.00	\$0.00	\$0.00
Subtotal Construction		\$0.00	\$0.00	\$0.00
8. OTHER				
None		\$0.00	\$0.00	\$0.00
Subtotal Other		\$0.00	\$0.00	\$0.00
9. TOTAL DIRECT COSTS				
		\$375,359.44	\$378,956.11	\$378,909.61
10. INDIRECT COSTS				
District approved negotiated restricted indirect cost rate for this type of a project.	6.98% CVUSD 2014-2015 restricted indirect cost rate (Note: Indirect costs applied only to the first \$25,000 of each subcontract regardless of the period covered by the subcontract.)	\$23,896.69	\$20,711.01	\$20,863.89
11. STIPENDS				
None		\$0.00	\$0.00	\$0.00
Subtotal Stipends		\$0.00	\$0.00	\$0.00
12. TOTAL COSTS				
		\$399,256.13	\$399,667.12	\$399,773.51
3-YEAR TOTAL				
				\$1,198,696.75

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Castro Valley Unified School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	221,636.00	228,285.08	235,133.63			685,054.71
2. Fringe Benefits	47,286.44	48,165.03	49,069.98			144,521.45
3. Travel	4,407.00	3,556.00	3,556.00			11,519.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	10,530.00	8,450.00	3,650.00			22,630.00
6. Contractual	91,500.00	90,500.00	87,500.00			269,500.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	375,359.44	378,956.11	378,909.61			1,133,225.16
10. Indirect Costs*	23,896.69	20,711.01	20,863.89			65,471.59
11. Training Stipends						
12. Total Costs (lines 9-11)	399,256.13	399,667.12	399,773.50			1,198,696.75

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): California Department of Education

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Castro Valley Unified School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
---	---	--

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Tony		Shah	

Address:

Street1:	4400 Alma Way
Street2:	
City:	Castro Valley
County:	
State:	CA: California
Zip Code:	94546
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
510-537-3000 x1257	

Email Address:

tshah@cv.k12.ca.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
----------------------	----------------	-------------------	-----------------

Appendix, Part 2: **Signed Forms, Assurances & Certifications**

The following pages contained signed copies of the signature pages for the required grant application forms, assurances, and certifications listed below.

- School Counseling Program Specific Assurance
- Application for Federal Assistance (SF Form 424)
- Assurances, Non-Construction Programs (ED Form 424B)
- Disclosure of Lobbying Activities (Standard Form–LLL)
- Certification Regarding Lobbying (Grants.gov Lobbying Form)

Program Specific Assurances

Elementary and Secondary School Counseling Programs (CFDA 84.215E)

As the duly authorized representative of the applicant, I certify that the applicant shall assure that:

1. the funds made available for any fiscal year will be used to supplement, and not supplant, any other Federal, State, or local funds used for providing school-based counseling and mental health services to students;
2. the applicant will appoint an advisory board composed of interested parties, including parents, teachers, school administrators, and counseling service providers, and community leaders to advise the local educational agency on the design and implementation of the counseling program; and
3. Federal funds will be used to establish or expand mental health services by hiring qualified school counselors, school social workers, school psychologists, other qualified psychologists, or child and adolescent psychiatrists and these professionals will spend a majority of their time counseling students or in other activities directly related to the counseling process as outlined in the program statute.



Signature of Authorized Certifying Official

Jim Negri, Superintendent
Title

Castro Valley Unified School District
Applicant Organization

April 21, 2014
Date Submitted

Application for Federal Assistance SF-424

16. Congressional Districts Of:

*a. Applicant: CA-018 *b. Program/Project: CA-018

Attach an additional list of Program/Project Congressional Districts if needed.

[Add Attachment] [Delete Attachment] [View Attachment]

17. Proposed Project:

*a. Start Date: 10/01/2014 *b. End Date: 09/30/2017

18. Estimated Funding (\$):

*a. Federal:	299,256.00
*b. Applicant:	0.00
*c. State:	0.00
*d. Local:	0.00
*e. Other:	0.00
*f. Program Income:	0.00
*g. TOTAL:	299,256.00

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

a. This application was made available to the State under the Executive Order 12372 Process for review on: 04/29/2014

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

Yes No

If "Yes", provide explanation and attach:

[Add Attachment] [Delete Attachment] [View Attachment]

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Jim

Middle Name:

* Last Name: Megri

Suffix:

* Title: Superintendent

* Telephone Number: 910-527-3000 x1211 Fax Number:

* Email: jmegri@cv.k12.ca.us

* Signature of Authorized Representative: Completed by Grants.gov user submission * Date Signed: Completed by Grants.gov user submission

Jim Megri 4/21/14

ASSURANCES - NON-CONSTRUCTION PROGRAMS

- 9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276b and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
- 10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
- 12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
- 13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
- 14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- 15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
- 16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
- 17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
- 18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
- 19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Completed on submission to Grants.gov	Superintendent
APPLICANT ORGANIZATION	DATE SUBMITTED
Castro Valley Unified School District	Completed on submission to Grants.gov

Standard Form 424B (Rev. 7-97) Back

Jim Regni 4/21/14

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

if any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
Castro Valley Unified School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Jim"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Regni"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent"/>	
* SIGNATURE: <input type="text" value="Completed on submission to Grants.gov"/>	* DATE: <input type="text" value="Completed on submission to Grants.gov"/>

Jim Regni 4/21/14

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB
0348-0048

Review Public Burden Disclosure Statement

<p>1. * Type of Federal Action:</p> <p><input checked="" type="checkbox"/> a. contract <input type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input type="checkbox"/> a. modification <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. subsequent</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee</p> <p>* Name: <input type="text" value="Castro Valley Unified School District"/></p> <p>* Street 1: <input type="text" value="4800 Alca Way"/> Street 2: <input type="text"/></p> <p>* City: <input type="text" value="Castro Valley"/> State: <input type="text" value="CA"/> Zip: <input type="text" value="94546"/></p> <p>Congressional District, if known: <input type="text" value="CA-115"/></p>		
<p>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</p> <p><input type="text"/></p>		
<p>6. * Federal Department/Agency:</p> <p><input type="text" value="U.S. Department of Education"/></p>		<p>7. * Federal Program Name/Description:</p> <p><input type="text" value="Fund for the Improvement of Education"/></p> <p>CFDA Number / Facilitator: <input type="text" value="14.215"/></p>
<p>8. Federal Action Number, if known:</p> <p><input type="text"/></p>		<p>9. Award Amount, if known:</p> <p>\$ <input type="text" value=""/></p>
<p>10. a. Name and Address of Lobbying Registrant:</p> <p>Prefix: <input type="text"/> * First Name: <input type="text" value="Jill"/> Middle Name: <input type="text"/></p> <p>* Last Name: <input type="text" value="Jill"/> Suffix: <input type="text"/></p> <p>* Street 1: <input type="text"/> Street 2: <input type="text"/></p> <p>* City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/></p>		
<p>b. Individual Performing Services (Including address if different from 10a):</p> <p>Prefix: <input type="text"/> * First Name: <input type="text" value="Jill"/> Middle Name: <input type="text"/></p> <p>* Last Name: <input type="text" value="Jill"/> Suffix: <input type="text"/></p> <p>* Street 1: <input type="text"/> Street 2: <input type="text"/></p> <p>* City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/></p>		
<p>11. Information requested through this form is authorized by the 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the bet above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$15,000 and not more than \$100,000 for each such failure.</p> <p>* Signature: <input type="text" value="Completed on submission to OMB, 0348-0048"/></p> <p>* Name: Prefix: <input type="text"/> * First Name: <input type="text" value="Jill"/> Middle Name: <input type="text"/></p> <p>* Last Name: <input type="text" value="Jill"/> Suffix: <input type="text"/></p> <p>Title: <input type="text" value="Superintendent"/> Telephone No.: <input type="text" value="916-837-0000 ext 4212"/> Date: <input type="text" value="Completed on submission to OMB, 0348-0048"/></p>		
<p>Federal Use Only:</p>		<p>Authorized for Local Reproduction Standard Form - 115 (Rev. 1-97)</p>

Jim Legu 4/21/14